

Iowa Standards for Schools Leaders Standards and Criteria

Iowa Evaluator Approval Training Program II: Evaluation of Administrators

Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)	Exemplary	Proficient	Unsatisfactory "Red Flag"
<p>The administrator:</p> <p>a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.</p>	<ul style="list-style-type: none"> Leads across- the- district data analysis within the district and in the community in an effort to partner for achievement gains. Works to articulate student achievement goals across the district and leads collaborative district wide data analysis. Data shared is based on TOAD! Demonstrates leadership at the AEA level with Data Teams. Leads the implementation and use of Instructional Practices Inventory (IPI) data to make decisions in the district and in buildings to assure engagement of students in core curriculum. Teaches others about data coaching. "Digs into sub-group data" to help others see the whole picture and meet the needs of each student. 	<ul style="list-style-type: none"> Makes data analysis a regular part of professional development in a building with collaborative analysis and interpretation of that data. Establishes building goals and needs by studying student data. Participates in planning process to establish measurable goals with all stakeholders. Meets with building leadership team to develop and implement an action plan. Works with staff to review student work. Provides evidence of progress in collaboration and in learning. Talks with students about their learning. Works with building team to identify need of students and focus goal(s) in meeting those needs. Uses data to adjust learning opportunities. 	<ul style="list-style-type: none"> Allows poor instruction to continue rather than address the issues. Talks a good talk but does not ensure that expectations are articulated or maintained. Does it herself/himself instead of distributing the leadership and the work. Goes it alone! Only uses student achievement data to determine goals. Top down or no way!
<p>b. Uses research and/or best practices in improving the education program.</p>	<ul style="list-style-type: none"> Is instrumental in leading efforts across the district and in the community to ensure that all practices and programs are based on best practice. Leads district wide efforts to continually monitor and 	<ul style="list-style-type: none"> Uses AEA and other resources to ensure research-based programming. Establishes building level teams to study best practices across the curriculum and builds goals based on that research. 	<ul style="list-style-type: none"> May be aware of the district's vision and goals but does their own thing in their building. Publicly speaks out against what the district is doing. Provides no identification or evidence of use of best

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	<ul style="list-style-type: none"> • evaluate program success. • Leads in the development of “data coaches” in the district to assure system of data coaches in each building and the district. • Uses data to inform decisions. • Uses TOAD and shares it with others to help the understand importance of data selected. 	<ul style="list-style-type: none"> • Engages staff in regular discussions about current research and best practice. • Pilots formative assessments. • Looks at multiple forms of data • Develops data coaches in the building. • Completes walk-throughs and IPI walk-throughs to emphasize progress in goal.. 	<ul style="list-style-type: none"> • practices and research. • Shares little or no evidence of the best practices in the building to improve the program.
c. Articulates and promotes high expectations for teaching and learning.	<ul style="list-style-type: none"> • Each building has a clear and articulated set of expectations for both staff and students. • System-wide discussions and processes of regular monitoring and evaluation ensure everyone in the district strives to reach the clearly defined expectations. • “Open for Learning” is emphasized about the building and district – welcoming people to observe and support progress in learning. 	<ul style="list-style-type: none"> • Student and staff expectations are clearly identified and promoted. • Regular discussions occur at the building level about expectations for teaching and learning. • Professional learning communities are established and supported. • Teachers are held accountable for established expectations student performance. • Uses walk-throughs to identify the evidence to support the expectations in the district. • Post standards and checks for reference to them by teachers, students, and staff. • Assures an articulated core with supplemental and intensive support so that all students achieve the core. • Collaboration time focuses on “using the data” to adjust instruction. • Clear vision of learning and the teaching to achieve that learning is provided as well as 	<ul style="list-style-type: none"> • Administrator allows poor instruction to continue rather than address the issues. • The administrator talks a good talk but does not ensure that expectations are articulated or maintained. • Has so many “balls in the air” that expectations are not focused. • Focuses on core initiative that they understand/like (Me focus)but is not based on what data shows.

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			“evidence along the way” to show progress toward the vision.	
d. Aligns and implements the education programs, plans, action, and resources with the district’s vision and goals.	<ul style="list-style-type: none"> Leads his/her building in aligning K-12 programming and focus across the district. Leads district wide initiatives in conjunction with the community to implement focused alignment of instruction, programming, and assessment. Shares a vision for learning and the teaching that achieves that learning – and then updates on a regular basis with the community the progress/evidence the building/district has made toward the vision. 	<ul style="list-style-type: none"> Is aware of the district’s vision and goals and ensures that their building is in line with that focus. Works tirelessly to create a strong building focus with programs, actions, and resources aligned. Makes decisions and allocates resources to support building and district goals Keeps the vision in front of the students, staff, and community. Posts standards and checks for implementation and reference to them by the staff. Uses multiple data sources and points to set goals. 	<ul style="list-style-type: none"> May be aware of the district’s vision and goals but does their own thing in their building. Publicly speaks against what the district is doing; Has so many actions going on that there is no way to check for alignment with the vision and goals. There is no talk around the alignment of building goals with the district’s vision and goals. Goes for his/her “vision” but not the vision of the building or district. No one knows the vision – except the leader. 	
e. Provides leadership for major initiatives and change efforts.	<ul style="list-style-type: none"> Leads from the cutting edge, and system wide provides support to staff and students during times of 2nd order change initiatives. Systematically leads change efforts to improve student achievement. Provides leadership in training data coaches in the district, AEA, state. Helps others, including data coaches and staff, understand the importance of TOAD in selecting data. 	<ul style="list-style-type: none"> Is open to change and supports staff and students in their building in implementing major initiatives and change efforts. Is willing to change focus and direction if supported by research and data. Allocates resources to support initiatives and change efforts. Garners staff and community support for change. Develops data coaches within the building. Leads the change initiative in content area (e.g., math, the arts) 	<ul style="list-style-type: none"> Does not like or support change and prefers the status quo and not rocking the boat. Operates under a “this too will pass” mentality when approached about a new initiative. Provides no supports for implementation of the initiative or change. Provides no feedback or inappropriate feedback for implementation of the initiative. Micro-manages the change effort. 	
f. Communicates effectively to various stakeholders regarding progress with	<ul style="list-style-type: none"> Uses every opportunity possible to communicate within their 	<ul style="list-style-type: none"> Uses the district’s school improvement plan to frame 	<ul style="list-style-type: none"> Communicates with certain parts of the staff, and fails to 	

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<p>school improvement plan goals.</p>	<p>building, across the district, and with the community.</p> <ul style="list-style-type: none"> • Building improvement is encompassed within the district's school improvement focus and the administrator ensures that everyone understands and implements the focus. • Meets with staff, parents, families, and community to explain purpose and results of professional development on students' learning. • Shares with civic organizations the learning going on in the building and district, as well as provides and garners ideas on how the organizations can promote learning in the community. • Meets with and makes every parent feel an important stakeholder in his/her child's progress in learning. • Assists other administrators, especially new ones, in understanding how to plan and implement effectively. • Sets up and implements a protocol for eighth-grade plans that includes parents' engagement in the process. • Leads "Partnering in Communities" to focus community effort on student learning. 	<p>building initiatives.</p> <ul style="list-style-type: none"> • Communicates internally and externally on an ongoing basis about school improvement. • Uses knowledge of the school, district and community environment to inform planning and actions. • Uses brochures effectively to "share the story" of school improvement, including the learning expectations (e.g., standards, benchmarks). • Meets with parents and community to assure understanding and progress of the vision and goals to achieve the vision. 	<p>address major issues that arise.</p> <ul style="list-style-type: none"> • Does not regularly communicate with internal and external stakeholders.
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Standard 2: An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)	Exemplary	Proficient	Unsatisfactory “Red Flag”
<p>The administrator:</p> <p>a. Provides leadership for assessing, developing, and improving climate and culture.</p>	<ul style="list-style-type: none"> Facilitates the use of an audit procedure with other principals in order to help them use the results and share their efforts with other schools in the AEA. Implements plans to improve student achievement which are replicable district-wide; seeks depth of Dimensions of Learning methodologies implementation. Monitors and maintains communications with other local building principals regarding progress toward goals related to behavior, mutual respect and safety in order to learn from others. Uses multiple ways of learning so as not to engage in “in-breeding” of ideas. Engages in a regular process to discuss school climate issues with school leadership team, and updates implementation plans to improve as necessary. Provides regular intentional attention to culture issues which allows the administrator to have his/her hand on the pulse of the school. 	<ul style="list-style-type: none"> Uses audit procedures to assess culture and make decisions to proceed with changes in his/her building. Conducts surveys to collect baseline culture data; communicates high expectations for all. Empowers teachers to maintain a safe environment in and around their classrooms so that she can spend 75% of her time on instructional leadership. Discusses staff concerns/perceptions of school climate at faculty meetings. Sends out a climate and culture survey to staff to assess their perceptions on climate and culture issues in the building. Principal encourages staff to post student work in classrooms and hallways. Introduces PBS programming to staff and begins process of implementing in building. Holds parent meetings to discuss merits of PBS. Works with staff to create celebrations to promote building climate. 	<ul style="list-style-type: none"> Principal provides limited involvement by staff, students or parents in discussing and assessing school climate. There are inconsistent approaches to behavioral expectations; however, policies and procedures are made public in student handbooks. Principal uses inconsistent approaches to behavioral expectations. Ignores data of underperforming students; stays in office and does not interact with constituents. Believes that climate is a classroom management issue and retaliates against teachers who do not maintain control with poor room assignments and least desirable duties. Only participates in climate issues when a crisis occurs. Does not discuss or pay any attention to climate and culture issues in the building. Principal avoids leading professional development activities having to do with school culture. Tends to ignore issues of climate

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<ul style="list-style-type: none"> • The principal holds monthly meetings of a committee of staff, students, and parents to monitor the climate and culture of the building. In addition, the committee discusses ways to involve all stakeholders in improving the school culture. • Principal communicates behavioral expectations for hallways, lunch room, assemblies, etc. to students, parents and staff. Expectations are posted throughout the building, on the school's website, and student handbook. • Leads district-wide PBS efforts in partnership with teaching staff, students, and parents. • Meets with SIAC to both report and educate about PBS initiatives. • Discussion of climate and culture are regularly built into work with students, staff, parents and community. • Works with all stakeholders (including students) regarding standards for behavior, respect, learning and safety. • Administers climate surveys and shares data with teachers and parents. • Principal works with parent committee to establish school climate goals and monitors progress of implementation. • Principal establishes a committee representing teachers, support staff, students 	<ul style="list-style-type: none"> • Principal is highly visible to staff and students – walks the talk. • Discusses perceptions of climate with staff, brainstorming ideas for improvement. • Establishes a student “spirit” group to help monitor and establish a positive school climate. • Principal regularly discusses school climate issues with staff and students. • Principal conducts an annual survey amongst staff and students concerning school climate. • The principal shares data with the staff relative to the current state of diversity within the building. • The principal attends building level study teams to identify the diversity needs of the students in the building. • The policies and procedures are made public in student handbooks. • Staff, students and volunteers are recognized for excellence and productivity. • Principal visits classrooms to ensure that a positive culture exists in the building and discusses his findings with staff. • Principal opens every meeting with a culture building activity. • Principal uses limited involvement by staff, students or parents in assessing school climate. • Principal discusses staff 	<ul style="list-style-type: none"> with both staff and students. • Disregards directive to survey stakeholder groups. • Regards climate issues as too “touchy feely” and ignores them. • Does not engage in discussions with students, staff, parents or community members about the building climate and culture. • Ignores cultural “red flags” like fights, absenteeism; low morale. • Believes that school climate is best established through a punishment model. • Principal is the sole decision maker concerning school climate issues. • Principal gives little thought to school climate except when there is a general discipline or management issue. • Principal does not share survey data relative to cultural needs with staff. • Principal spend no time with staff to address cultural needs of students. • The principal only shows concern about climate when a crisis necessitates it: there is no process to collect or share data on school climate. • The principal ignores warning signs (fights, racial tension, low achievement). • The principal believe time will take care of everything. • The principal is not interested in culture building activities.
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	<p>and parents to list the strengths and weaknesses of the school climate and develop a plan for improvement.</p> <ul style="list-style-type: none"> • Principal meets with all segments of the community to discuss ways to improve school climate • Mike Wright: The principal uses data from a culture/climate survey to lead staff in a project to address students needs identified in the survey. • Mike Wright: The principal provides opportunities for teachers to meet with individual families to address cultural needs. • Principal monitors and maintains communications regarding standards of behavior, respect and safety. • The principal has a process to discuss school climate issues with staff and leadership team; data is collected and shared with staff and students. • The principal recognizes and celebrates positive contributions made to school climate; the principal also has a process to identify and encourages employees who display leadership potential by working through the individual career plan. • The principal monitors school climate by visiting with staff, students and parents to gather their input. 	<p>perceptions of school climate.</p> <ul style="list-style-type: none"> • Principal includes policies and procedures in student, staff and parent handbooks. • Principal recognizes staff, students, parents, and volunteers for excellence and productivity. • Establishes a school climate leadership team and guides and supports this team in using evidence based practices to improve school culture. • Collects data (student behaviors, suspensions, staff and student attendance) and shares this with school staff and parents to make on-going changes in the school's plan to improve school culture. • Meeting agendas give evidence of topics that address assessment, development, and improvement of climate and culture. • Leadership in designing, enabling, and supporting mentoring opportunities. • 	<ul style="list-style-type: none"> • Principal attends to climate issues only when there is a problem. • Principal likes recognition for service and productivity. • Principal does not have a process to collect or disseminate climate data. • Principal ignores cultural "red flags" like fights, racial tension, absenteeism, and low achievement. • Limited or no evidence of leadership for assessment, development, and improvement of climate and culture. • Evidence of leadership action that works against a positive climate and culture.
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	<ul style="list-style-type: none"> • The principal leads the staff through “Shaping School Culture” and then works with them to implement their learning. • The principal monitors and maintains communications regarding standards of behavior, mutual respect and safety. • The principal uses the District process for employees who display leadership potential to be identified and encouraged. • The principal administers climate survey and shares data with staff and parents. • The principal engages in a regular process to discuss school climate issues. • The principal recognizes and honors positive contributions to school climate. • The principal has strong knowledge of evidence based strategies to improve a positive school culture, and provides building, district, and community leadership to imbed, evaluate, and sustain these strategies. • Shares building data regarding improved student behavior, reduction in office referrals and suspensions, and improved student and staff attendance with district and community. • Chairs or takes a leadership role in district-wide program(s) to support the assessment, development, and improvement 	
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<p>b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.</p>	<p>of climate and culture.</p> <ul style="list-style-type: none"> Initiates and/or leads support of IDM Model or similar models. 	<ul style="list-style-type: none"> Develops and implements a plan to recognize staff and students for their accomplishments and recognizes them on campus. Principal shares personal notes with staff members regarding the effectiveness of strategies/teaching-for-learning methods used in observed classrooms. Note is timely, descriptive, and accurate. Speaks of success at major gatherings; regularly encourages faculty to display student work Principal organizes and holds biannual awards assemblies for students and staff in the gym. Parents and community are welcome to attend. Principal meets with leadership team annually to talk about climate and the importance of celebrations. Then team develops a celebration plan for the whole school-year. Once a year is proficient. Students and staff are recognized quarterly by the principal for special achievements. The principal sends congratulatory notes to students and staff at the end of each quarter. Also, writes an article for the district newsletter each month on “good things happening” at the school. 	<ul style="list-style-type: none"> Publicly recognizes “favorite” teachers; never celebrates successes. Principal does not recognize anyone so that no one feels bad. Principal does not reward achievement so that all are treated fairly, equally. Principal rewards everyone equally which results in loss of value of the reward. Student and staff morale is low. Only those areas that are of interest to the principal are recognized. Principal does not recognize anyone so that no one feels bad. Believes in Alfie Kohn’s Punished by Rewards philosophy and uses it to justify. Principal rewards-everything-it is a mockery. No one values the assemblies; they are not well done, and staff/students would rather have nothing than have the program currently in place. The principal is the only person who is allowed to reward anyone or determine who/when awards are given. (He/she is the dispenser of rewards and punishers.) Little or no evidence of celebration or awards for staff and students.
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	<p>parking spot, specific plan times, free duty passes, an extra planning period to coach others, etc.</p> <ul style="list-style-type: none"> Once a quarter the principal hosts a recognition program honoring students and staff for various accomplishments. The program is open to the public. Awards/recognition is given for accomplishments like honor roll, improvement roll, any local, state, or national recognition, participation in activities that have excelled, teachers who were nominated by students, parents, and peers for exceptional leadership and assistance. Principal leads a professional development workshop for the district, AEA, a state/national organizations (SAI, NASSP) on how to develop successful student and staff recognition programs. Partners with local Chamber of Commerce to recognize outstanding educational partners in the community. Schedules regular events throughout the year celebrating academic, fine arts, and athletic events with equal billing given to each activity. Principal sees recognition as more than a one-time event. Students and staff are celebrated all through the year with small and large events 	<ul style="list-style-type: none"> Hosts monthly afterschool reception promoting collegiality and honoring those reaching milestones: degrees, awards, etc. Hosts award ceremonies honoring student achievement and participations. Principal works closely with staff and PTA to develop opportunities for celebrations throughout the year. Principal works with staff to showcase student talents in the hallways and in the classrooms. Trophy cases are updated monthly and filled with artifacts recognizing achievements. Celebrations are held at the end of the year, without a clear focus on criteria for recognition. Principal makes certain that the accomplishments are announced daily. Principal organizes and facilitates an assembly during which accomplishments are recognized. Principal shares congratulations individually with students and staff when warranted. Principal shares student accomplishments via daily announcements. Principal organizes and holds regular award assemblies for staff and students; community is invited to attend. Principal meets with leadership team annually to talk about climate and plans yearly 	<ul style="list-style-type: none"> Evidence of staff or students devaluing those who legitimately earn recognition/awards. No systematic method set up for recognizing students and staff. Principal gives high fives to students and staff when it is convenient. Views recognitions and celebration as a useless waste of time. Promotes some teachers, students, and activities while ignoring other's efforts. Principal believes rewarding and recognizing staff will cause hard feelings so refuses to do it. Principal will only recognize and reward students that never get sent to the office. Students are recognized for athletic performance only. Principal leaves "celebrations" up to others, if they happen at all. Principal comments to individuals about their accomplishments if and when he sees them in the hallway. Principal only recognizes sports accomplishments. Principal fails to recognize any student accomplishments publically. Principal belittles student accomplishments.
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	<p>with families and community included in the celebrations.</p> <ul style="list-style-type: none"> • Principal recognizes students and staff through a weekly newsletter, morning messages, articles to the local paper and news spots on radio and television. • Recognizes staff for accomplishments randomly, with no clear standards for performance in place. • Principal is unaware of accomplishments of staff or students. • Principal personally congratulates students and staff on their academic and extra-curricular accomplishments. • Principal publishes in the community newspaper on a monthly basis a list of student and faculty names along with their academic and extra-curricular accomplishments. • Principal regularly recognizes student accomplishments in school newspaper, local newspaper, and during assemblies. • Principal shares student successes with school board each month during regular board meetings. • Principal implements a "Five Star Teacher" program where teachers work toward mutually developed criteria and earn rewards: special parking place, free duty passes, additional 	<p>celebrations.</p> <ul style="list-style-type: none"> • Celebrations are held but not coordinated with outcomes. • There are examples of student and staff achievement around the building. • Principal organizes and holds biannual awards assemblies for students and staff in the gym. Parents and community are welcome to attend. • Principal meets with leadership team annually to talk about climate and the importance of celebrations. Then the team plans celebrations for the whole school-year. • The principal is specific in praise/awards in recognizing accomplishments of students and staff. • The principal provides a way (awards assemblies, staff meetings) for both students and staff to recognize the accomplishments of their peers. • The principal allows/encourages the climate leadership team to plan celebrations for school goals achieved. • Programs are put in place and delivered that provide opportunities for staff and students to be recognized through building meetings, end-of-year awards ceremonies, success notes to parents and students, etc. • Establish and/or deliver an award/recognition system that provides opportunities for all to
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	<p>planning.</p> <ul style="list-style-type: none"> • Principal seeks out examples of accomplishments and takes time to recognize it. • Principals puts staff and students first making sure that their accomplishments are recognized by the board and the community. • School leadership team (chaired by principal) holds a formal ceremony called “Mustang” Awards (like Emmy Awards) each spring. The parents, students, staff, and community attend informal attire to watch students, staff, community, etc. receive “Mustang” Awards (designed by art and technology education departments) while enjoying dinner prepared by the culinary arts program. • Principal implements a Five Star Teacher’ program whereby teachers work toward collaboratively developed criteria and earn “rewards” as defined by them; i.e., a specific parking spot, specific plan times, free duty passes, an extra planning period to coach others, etc. • Actively seeks and/or delivers opportunities that bring significant recognition and celebration for staff and students through Blue Ribbon Awards, journal articles, grants, and student academic accomplishments. 	<p>work for and experience success.</p>
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<p>c. Provides leadership, encouragement, opportunities, and structure for staff to continually design more effective teaching and learning experiences for all students.</p>	<ul style="list-style-type: none"> Leads in generating and/or delivering a district-wide or building-wide system of exceptional opportunities for staff and students to be recognized through district Board meetings, newspapers, communications or through district recognition programs such as Character Education, Responsive Classroom, etc. 	<ul style="list-style-type: none"> Demonstrates that high expectations produce higher levels of student achievement, communicating this to faculty and holding each teacher to higher standards of performance Multiple evidence of strong, continual improvement processes tied to evidence of improvement outcomes. Structures and support opportunities for staff to mentor, model, team teach, employ reflective practices, common planning time, critical friend, and experience targeted staff development. Is knowledgeable of best practices and monitors implementation; regularly reinforces best practices. Principal provides examples of when and how to use instructional strategies to the eighth grade team. Principal provides professional development on cooperative learning to her staff. Provides common planning time 	<ul style="list-style-type: none"> Not conversant in latest educational research; speaks glowingly of an undesirable status quo. Principal does not lead any professional development on instructional strategies. Principal does not allow for time to teachers to observe each other using effective instructional strategies. Fails to recognize the value of planning choosing instead to allow individual efforts by teaching staff. Allows Professional Development to be hap-hazard and not aligned with building or district goals. Principal does not attend any professional development with staff. Principal does not know what professional development teachers in the building need or want. Staff meetings consist of
<p>c. Provides leadership, encouragement, opportunities, and structure for staff to continually design more effective teaching and learning experiences for all students.</p>	<ul style="list-style-type: none"> Leads implementation of Teaching Methodology Fair; monitors daily data-driven instruction (ala Breakthrough, by Michael Fullan) Principal teaches Marzano instructional strategy training to all math teachers in the district. Principal teaches a workshop for all teachers in the district on how to write SMART Goals for teachers to use in their Individual Professional Development Plan. Teaches 6 + 1 Traits of Writing as part of new teacher pre-employment professional development. Attends summer workshops with teaching staff and partners with teachers in designing effective lessons. Principal attends all professional development opportunities with teachers. Principal knows each teacher and works closely with the teacher to develop individual 	<ul style="list-style-type: none"> Demonstrates that high expectations produce higher levels of student achievement, communicating this to faculty and holding each teacher to higher standards of performance Multiple evidence of strong, continual improvement processes tied to evidence of improvement outcomes. Structures and support opportunities for staff to mentor, model, team teach, employ reflective practices, common planning time, critical friend, and experience targeted staff development. Is knowledgeable of best practices and monitors implementation; regularly reinforces best practices. Principal provides examples of when and how to use instructional strategies to the eighth grade team. Principal provides professional development on cooperative learning to her staff. Provides common planning time 	<ul style="list-style-type: none"> Not conversant in latest educational research; speaks glowingly of an undesirable status quo. Principal does not lead any professional development on instructional strategies. Principal does not allow for time to teachers to observe each other using effective instructional strategies. Fails to recognize the value of planning choosing instead to allow individual efforts by teaching staff. Allows Professional Development to be hap-hazard and not aligned with building or district goals. Principal does not attend any professional development with staff. Principal does not know what professional development teachers in the building need or want. Staff meetings consist of

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<p>professional development plans as well as helping teachers find learning experiences to carry out the plans.</p> <ul style="list-style-type: none"> • Develops a building leadership team and rotates the membership. • Principal gives teachers opportunities to share successful teaching strategies. • Principal leads a district wide professional development activity on the best practices for the teaching of phonics. • Principal builds a school leadership team to assist in designing more effective teaching and learning experiences for all students. • Principal works with Professional Development dept. to establish strategies for volunteers to improve their work with students. • Developed a five-star teacher program whereby teachers work toward several rigorous standards of innovation etc. in order to earn a five-star designation and receive pre-determined, teacher created "rewards." • Requests annual progressive proposals that must be based on research/literature or requested by students and funds the most innovative approaches to improving student learning. • The principal works with internal and external 	<p>for all staff by grade level.</p> <ul style="list-style-type: none"> • Makes a weekly appearance and participates with grade-level team during planning time. • Principal teaches a workshop on PWIM (picture word inductive model) to the staff. • Principal works with the building leadership team to build a schedule that allows for peer coaching, planning and feedback. • The principal establishes time for collaboration and professional development. • The principal supports staff development; however, it is not connected to building goals. • Principal works with teachers individually to increase their effectiveness. • Principal adheres to and attends the established professional development activities of the district. • Principal supports staff development, but does not take a leadership role in implementation of best practices. • Principal shares professional articles with staff, but does not follow through with implementation. • Principal purchases books for teachers in a study group for improving reading comprehension strategies. • Principal works with leadership team to review reading data. • Principal does regular three- 	<p>announcements and procedural information; no time for collaboration or discussion of best practices.</p> <ul style="list-style-type: none"> • The principal ignores data to drive professional development decisions. • Principal attends those professional development programs he believes are most important. • Principal believes teachers should be responsible for their own professional growth and development. • Principal attends staff development, but does not actively participate. • Principal does not hold teaching staff accountable to the implementation of best teaching practices and individual career development plans. • Principal is unaware of strategies for staff to use to improve reading comprehension. • Principal does not involve teachers in collaborating to discuss reading strategies or attend grade-level meetings. • Principal monitors the hallways looking for classrooms that are not quiet and orderly. • Principal considers himself "old school" and does not allow teachers to move away from what he considers the "tried and true" strategies of the traditional high school.
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	<p>organizations and partners who will support students by being actively involved with students who need additional support.</p> <ul style="list-style-type: none"> The principal works with internal professional development department to ensure that volunteers understand the support role they play. Principal works with Parent Teacher Organization and business partner to establish a volunteer group who will spend time weekly reading with students. Principal works with district professional development department to establish and standardize strategies for volunteers to strengthen their work with children. 	<p>minute walk-throughs and coaches teachers toward more progressive strategies.</p> <ul style="list-style-type: none"> Principal pays for a substitute for each professional learning community of teachers each month so the elected teacher can visit peer classrooms to provide coaching and feedback. The principal recognizes a need and provides a book study for staff on how to improve reading skills. The principal works with his/her BLT to examine reading data. Principal purchased Reading With Meaning by Debbie Miller for a book study by staff to improve reading comprehension strategies. Principal works with building leadership team to review individual reading scores and student growth. Evidence of leadership in providing opportunities for staff to work together to design more effective teaching and learning experiences for all students. Evidence of continual student improvement that can be directly tied to more effective teaching and learning experiences. 	<ul style="list-style-type: none"> The principal is does not use data to make decisions. The principal does not engage in meaningful dialogue with staff in an attempt to understand and plan reading strategies. The principal is not aware of reading comprehension strategies that staff should be using. The principal is not involved and does not participate in teacher collaboration or grade level meetings devoted to discussions of improving reading comprehension strategies. Staff evaluations that reflect one style or type of instruction for all students. Consideration of multi-year cohort scores that show no improvement or a pattern of decline.
d. Monitors and evaluates the effectiveness of curriculum, instruction, and assessment.	<ul style="list-style-type: none"> The principal is the leader of learners, therefore; goes to great lengths to create instructional capacity so that there are several “teaching experts” implementing quality instruction on a daily basis. The principal creates 	<ul style="list-style-type: none"> Emphasizes quality instruction, host professional workshops, does not create the additional time for collaboration; does not perceive themselves as a leader of learners, and lacks the full knowledge of the connections of curriculum, assessment, and quality 	<ul style="list-style-type: none"> The principal lacks the awareness of what quality instruction looks like and the connection to curriculum and assessment. Does all observations for evaluation at the last minute; seldom visible in classrooms

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	<p>collaboration time for teachers to expand on what they are teaching, evaluating, as well as guiding teachers on what quality instruction looks like via professional development; peer support, and effective data review.</p> <ul style="list-style-type: none"> Principal makes regular walk-throughs/feedback/Cognitive Coaching; challenges teachers based on data. Principal partners with other administrators and curriculum director in assessing district curricular strengths and deficits. Leads district-wide effort in building math assessments. Principal works with the staff to create a building plan for monitoring and evaluating the effectiveness of curriculum, instruction and assessment. Principal meets with families and community on a regular basis to discuss curriculum, instruction and assessment. Principal facilitates district science department on identifying content that is essential for all students to know. Principal teaches a workshop through the AEA on how to implement formative assessments in the classroom for reading teachers. Principal understands school data and utilizes data in helping staff make instructional 	<p>instructional delivery.</p> <ul style="list-style-type: none"> Expects daily posting of objectives; evaluates teaching of curriculum Principal schedules parent group to report on assessment results. Principal conducts Three Minute Walk Throughs and interacts appropriately with teaching staff in reporting back. Principal meets with the PTA to share new curriculum. Principal works with the staff to analyze student data on a regular basis. Principal works with 6th grade team to develop formative assessments for math. Principal shares his/her beliefs with building staff on curriculum, instruction, and assessments. The principal is familiar with curriculum and instructional practices and monitors teacher performance. The principal engages in classroom walkthroughs and provides feedback to staff. Principal uses standardized test data and the evaluation of teachers to assess effectiveness. Principal reports the results of various assessments on the effectiveness of the school programs to the public. Principal performs informal walk-through observation to look for instruction of content standards. Principal meets individually with 	<ul style="list-style-type: none"> Principal allows teaching staff to use assessments of choice, rather than district choice. Principal fails to visit classrooms enough to actually know what practices are in place. Principal does not know or understand instructional strategies used in the classrooms. Principal does not know how to access student assessment data for the his/her students. Principal does not analyze or review district-wide assessment data with the staff. Principal does not require teachers to give formative assessments during the year to determine how students are progressing. Instead, the principal waits until the end-of-the year district-wide assessments to determine if students are making academic growth. Principal utilizes end-of-year testing data only. Principal does not understand or utilize formative assessment data. Principal does not believe standardized assessments are valid for his school and thus does not utilize the results. Principal leaves the evaluation of the effectiveness of the curriculum and assessments to the department chairpersons. Principal does not evaluate
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	<p>decisions.</p> <ul style="list-style-type: none"> • Principal attends professional development with staff. • Principal utilizes many different sources of data to judge effectiveness. • Principal, in collaboration with the SIAC, utilizes many different sources of data and makes judgments about effectiveness. • Principal reviews standards and benchmarks with Director of Curriculum and department heads annually. • Principal review assessment data with staff, including item analysis of test scores. • Principal has provided support and resources for a group of teachers to produce integrated units that utilize appropriate content in an effort to develop students' 21st Century Skills. • Principal has offered teachers the option to decline the purchase of new textbooks and instead use the money for student technology and progressive curriculum development including authentic assessments. • Principal demonstrates an understanding of the linkage between curriculum, assessment and instruction. • Principal arranges and participates in appropriate professional development for staff around student 	<p>teachers to discuss best teaching practices.</p> <ul style="list-style-type: none"> • Principal facilitates discussions among job-alike groups of teachers where curriculum successes and challenges are processed by the group. • Principal encourages teachers to visit progressive districts who are successfully piloting new approaches to curriculum, instruction, and assessment in an effort to bring fresh ideas into the organization. • Principal is front and center when staff is involved in achievement and curricular conversations. • Principals leads staff in thinking at outside of the box and looking at new and innovative practice. • Principal meets with individual staff members to discuss successful teaching behaviors observed. • Principal uses Three Minute walk throughs as a tool to begin conversations of curriculum, time on task, and student behaviors of understanding. • Manages groups and committees that are working to evaluate the effectiveness of curriculum, instruction and assessment. • Provides leadership to encourage the continual growth of staff understanding of curriculum, instruction and assessment. • 	<p>teaching staff.</p> <ul style="list-style-type: none"> • Principal does not review curriculum standards and benchmarks. • Principal expects teachers to cover textbooks as their first priority. • Principal requires all teachers to follow the textbook company's recommendations exactly. • Principal does not know what the data is telling him/her. • Principal does not observe staff using data to develop learning plans. • Principal believes all teachers in a grade level will be teaching from the same page each day. • Principal does not follow district guidelines for curriculum implementation. • No evidence of leadership in evaluation of the effectiveness of curriculum, instruction, and assessment. • Curriculum, instruction, and/or assessment decline with no apparent plan or leadership provision to address the issues. •
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	<p>achievement.</p> <ul style="list-style-type: none"> Principal works with leadership team to provide professional development for staff on issues of curriculum, assessment and instructional strategies. Principal encourages staff to use more than one type of assessment to obtain different types of information on student learning. Demonstrates and articulates to staff and parents a comprehensive understanding of data and its meaning for supporting continual improvement for all students. Actively shares understanding of assessment, Best Practices, curriculum design, etc. through workshop presentations, writings, and other means that help others expand their knowledge. 		
e. Evaluates staff and provides ongoing coaching for improvement.	<ul style="list-style-type: none"> Exemplary system which could be used by the entire district; co-teaches lessons with teachers. Principal coaches other district administrators in teacher evaluation and walk-through strategies. Spends extensive time with teachers who are on evaluation cycle and tailors the process to their individual needs- models differentiation, personalization, etc. , so that teachers can see how it feels when they are actually in the role of a student. 	<ul style="list-style-type: none"> Organized, thorough system of evaluation; timely, concrete, meaningful feedback and questions which stimulate the teacher's careful self-analysis Conducts teacher evaluations in accordance with Iowa Teaching Standards best practice. Regularly completes classroom walk-throughs and follows up with coaching questions and feedback to the teachers regarding student engagement. Principal conducts evaluations according to Board Policy and Master Contract. Provides 	<ul style="list-style-type: none"> Inconsistent with evaluation processes from year-to-year; provides late, vague, meaningless feedback Requires teachers to write about themselves on the evaluation instrument and calls it reflection. Doesn't demonstrate an understanding of the teaching standards. Does not follow Board Policy or Master Contract requirements pertaining to teacher evaluations. Principal does not conduct Walk-Through evaluations or provide feedback to teachers.

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<ul style="list-style-type: none"> Principal attends six days of "Train the Trainers" for Evaluator II class and provides training to administrators in the AEA. Leads administrative team on how to develop effective Individual Professional Development Plans using student achievement data. Leads district Mentoring and Induction Training for all first and second year staff. Principal has been trained and uses Cognitive Coaching skills in evaluating and working with staff. Principal sees value in the teacher evaluation process and spends time observing teachers, talking with and coaching teachers, discussing portfolios and creating individual professional development plans. The final evaluation reflects that the principal knows each teacher. Principal is willing to help other administrators in improving evaluator skills. The principal participate in a professional learning community throughout the year to share best leadership practices. The principal collects feedback from staff on his/her evaluation methods and their effectiveness. Principal spends own time and money to improve his own 	<ul style="list-style-type: none"> feedback to teachers on the eight Iowa Teaching Standards and forty-two criteria. Meets with teachers to assist in developing data driven Individual Professional Development Plans. Uses Three Minute Walk-Throughs and regularly provides feedback to teaching staff. Meets expectations for administrators in conducting contractual obligations for teacher evaluations. Teacher evaluations are completed on time and include all components of the district and state requirements for evaluations. Principal seeks feedback from teachers on the evaluation process. The principal completes evaluations on time, with a minimum level of involvement. The principal provides feedback to staff, but avoids confronting difficult issues. Principal faithfully follows the district intent and guidelines concerning evaluation and coaching. Principal conducts daily walk through of the classrooms and communicates in written form about observations. Teacher evaluations are completed in a timely manner according to Master Contract and state mandates. Teachers are given feedback/ 	<ul style="list-style-type: none"> Shows favoritism in evaluating staff. Does not complete evaluations in a timely fashion. Principal comments on the evaluations are minimal. Shows no understanding of the teachers. Evaluations are not done in a timely manner. Teachers complain that they are never evaluated. Teachers are not provided coaching or feedback throughout the school year. Principal never seems to "have time" to meet with teachers about effective teaching issues. Principal never meets with teachers face-to-face after evaluations. Principal does not provide feedback/coaching to staff to improve instruction. Principal does not follow Master Agreement guidelines during evaluation process. Evaluations are not completed on time. Principal cannot explain the teaching standards adequately. The principal does not complete evaluations in accordance with the standards. The principal does not demonstrate an understanding of the teaching standards. Principal doesn't complete evaluations according to the state standards.
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<p>knowledge and skills for the evaluation and coaching of staff.</p> <ul style="list-style-type: none"> • Principal establishes a monthly individual schedule to meet with teachers to discuss their concerns and provide coaching opportunities. • Regularly conducts walk throughs and follows up with teachers observed; principal volunteers to train other district administrators in teacher evaluation and walk throughs. • Principal personally mentors several administrators in nearby schools. • The principal demonstrates an understanding of the standards and coaches other district administrators in teacher evaluation and walk-throughs. • The principal is an example to new administrators regarding teacher evaluation. • Principal is a district coach for teacher evaluation and walk throughs. • Principal is a mentor to new administrators for teacher evaluation. • Evaluation practices that significantly exceed the requirements with clear provision for coaching for improvement. • Evidence of significant research in an effort to provide continual improvement in staff evaluation and staff coaching. 	<p>coaching from principal more than two times per year.</p> <ul style="list-style-type: none"> • Principal regularly completes walk throughs and follows with coach questions. • Principal conducts evaluations that always refer to 8 teaching standards best practices; this includes coaching, pre and post conferences, and asks for teachers to discuss student engagement. • Conducts teacher evaluations in accordance with Iowa Teaching Standards best practice (e.g., uses coaching questions for pre and post conferences, focuses on teacher reflections to improve instruction). • Regularly completes classroom walk-throughs and follows up with coaching questions and feedback to the teachers regarding student engagement, curriculum alignment, etc. • Principal conducts teacher evaluations in accordance with Iowa Teaching Standards best practice (e.g., uses coaching questions for pre and post conferences, focuses on teacher reflections to improve instruction). • Principal regularly completes classroom walk-throughs and follows up with coaching questions and feedback to the teachers regarding student engagement, curriculum alignment, etc. • Successful completion of all 	<ul style="list-style-type: none"> • Principal doesn't demonstrate an understanding of the teaching standards. • Required evaluations not completed. • No evidence of coaching and support and follow-up of evaluation.
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<p>f. Ensures staff members have professional development that directly enhances their performance and improves student learning.</p>	<ul style="list-style-type: none"> • Chairs district leadership team on professional development. • The principal chairs the district leadership team's professional development committee. • Principal serves on and facilitates district Prof. Dev. committee which links P.D. to student learning. • Principal in cooperation with teacher representatives present goals and action step of the PD at various community and civic meetings . • Develops and implements professional development with building staff that is based on needs assessment data. Collects data to monitor effectiveness of PD. • Writes grants to expand the E2T2 initiative across the district. • Identifies and communicates recommended professional learning opportunities related to agency-wide goals/priorities. • Plans and facilitates a study group with colleagues that are linked to individual 	<ul style="list-style-type: none"> • required staff evaluations with follow-up coaching for improvement. • Evidence of leading annual opportunities for all staff to discuss as a group, or in small groups, the Six Iowa Standards for School Leaders. 	<ul style="list-style-type: none"> • The principal introduces the presenter and heads for the office to make phone calls. • Principal doesn't meet with teachers in career/pd goal setting conferences. • Principal doesn't participate or attend district professional development sessions. • Doesn't participate in professional development; uses time to catch up on paperwork. • Misses registration deadlines for staff to participate in AEA staff development initiatives. • Doesn't identify or communicate recommendations for professional learning opportunities. • Doesn't support implementation of study groups as an alternative for professional learning. • Principal attends building leadership team meetings on an irregular basis and delegates professional learning opportunities to the group. • Principal fails to meet with all assigned staff on cycle establishing goals for the
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<p>professional growth plans.</p> <ul style="list-style-type: none"> Principal facilitates building leadership team which creates and presents professional learning opportunities to staff during in-service time directly tied to CSIP and student achievement. Principal leads planning and reflecting conferences with all assigned staff on cycle establishing goals directly related to CSIP and monitoring individual student and class progress on the goals. Works with professional development committee to establish a differentiated district-wide professional development plan based on individual teacher needs. Meets monthly with content specific teachers, (i.e. math, science, career and technical educators) to analyze student data and study current research in curriculum and instructional practices. Develops and implements professional development with building staff that is based on needs assessment data. Collects data to monitor effectiveness of PD. Writes grants to expand the E2T2 initiative across the district. Using the Iowa Professional Development Model, the principal shares opportunities 	<p>leadership team meetings which creates and presents professional learning opportunities to staff during in-service time.</p> <ul style="list-style-type: none"> Principal leads planning and reflecting conferences with all assigned staff on cycle establishing goals for the calendar year. Works with professional development committee to analyze implementation data and design next phase of district/building professional development. Works with professional development committee to formulate and continually update theory of change map. Supports professional development with staff that is led by the curriculum director (takes attendance, participates in group discussions, gathers feedback and shares with staff). Attends E2T2 meetings with staff members. Using the Iowa Professional Development Model, the principal insures the staff knows and follows the model when learning and implementing programs, based upon student data and aligned to the CSIP. Creates regular collaboration time for teachers to discuss implementation of practices and student achievement. Have evidence that teacher has a career development plan that is 	<p>calendar year.</p> <ul style="list-style-type: none"> Leaves the planning of all professional development in the district/building to a committee or the curriculum director. Infrequently analyzes or lacks appropriate data to help make decisions about district/building professional development. Doesn't participate in professional development; uses time to catch up on paperwork. Misses registration deadlines for staff to participate in AEA staff development initiatives Does not communicate or help staff follow the Iowa Professional Development Model when implementing an instructional program. Does not create regular collaboration time for teachers to discuss implementation of practices and student achievement. Teacher does not have a career individual development plan. Staff members do not participate in professional development opportunities. Does not consistently attend building leadership team meetings and provides little input regarding professional development opportunities for the team. Does not participate in scheduled professional development activities.
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	<p>with the leadership team to plan and lead professional development, based upon student data and aligned to the CSIP.</p> <ul style="list-style-type: none"> • Is involved in regular collaboration time for teachers to discuss implementation of practices and student achievement. • Leads District Cabinet in formulating a staff development plan that is data driven, researched based and will enhance student achievement. • Evidence of an Individual Career Development Plan is aligned with district/building goals and administrator meets with teacher multiple times throughout the year to coach and mentor. • Chairs the district professional development council. • Facilitates a study group with staff regarding best practices in professional development. • Facilitates conversation with district faculty on positive implications of using IDM across the district to improve achievement. • Works with district faculty on study of effective leadership in schools that have overcome poor student achievement. • Develops mentoring and coaching systems within the school so that all staff, whether on evaluation cycle or not, can 	<p>aligned to the district and building goals.</p> <ul style="list-style-type: none"> • Schedules common planning times for teachers to review, reflect and coach peers on their learning. • Consistently participates in building leadership team activities and helps identify and communicate professional development opportunities that support building improvement goals. • Principal meets with various departments to review and discuss professional development needs. • Works with building staff to study student data and look for probable cause for deficit achievement results in math • Works with grade-level leadership teams to plan professional development based on recent AYP results. • Works directly with all staff to help them develop a professional growth plan. Staff development is provided to meet themes in staff professional growth plans. • 	<ul style="list-style-type: none"> • Professional development is planned based on available resources available on month-to-month basis. • Student data is not used to plan professional development • Principal only discusses professional growth when employees are receiving their summative evaluation. •
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<p>g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.</p>	<p>reflect and develop professional growth plans based on the organizational goals and receive frequent feedback about their growth plan process. The professional development is differentiated to the needs of staff based on the professional growth plans.</p>	<ul style="list-style-type: none"> • The principal contacted the AEA and shared scientifically based research with colleagues on impact of articulated vision in the buildings and district. • Professional development is planned based on latest research on effective leadership in schools that overcome achievement gaps. • District faculty are involved in a joint professional development activity to improve instructional engaged time in all students in the district • Principal facilitates district administrative team is show how to link personal pd plans to current education research on student learning and effective leadership. • Principal presents a “How to” session at SAI fall conference on linking personal growth plan to research. • Seeks ways to improve learning through modification made in core instruction. • Creates a plan to mobilize staff 	<ul style="list-style-type: none"> • Stays current with research articles and information, providing that information to staff as it relates to district/ building goals. • Revises individual professional development plan based upon best practices. • The principal used scientifically based research on vocabulary to focus actions in plan. • Building leader looks at latest research from regional research center to plan professional development • Building leader promotes development of knowledge in staff by reading, summarizing and communicating researched best practices. • Principal completes the McRel Balance leadership course implementing the action steps from School Leadership That Works. • Principal reviews with his/her supervisor during coaching and evaluation conferences data showing improvements in student learning as a result of leadership 	<ul style="list-style-type: none"> • Actions in plan are based on personal desire, not research. • Leader calls around to find topics and presenter that faculty found to be entertaining and fun to listen to. • Leader looks up topics in education on-line for faculty read and share activities. • Principal doesn’t incorporate current research on student learning as part of personal growth plan. • Principal publicly states, “I know what the kids need, I don’t need research to tell me what to do.” • Fails to take time to study current research that could address student learning needs. • Submits the same growth plan as the one three years ago. • Did not consider the stages of the change process in leading an initiative. • Did not consider research in developing a performance goal. • Principal attempts to lead his/her building in a plan to implement a specific initiative without any
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	<p>in the use of current research that allows study, implementation, and reflection about changes in instructional practices.</p> <ul style="list-style-type: none"> • Integrates primary stages of the change process into the action steps for leading an agency-wide initiative. • Involves colleagues across the state in developing a research-based goal to improve specific skills addressing effective schools and leadership. • Principal presents to educational group outside the district presenting plan and results for implementation of specific research initiative addressing effective schools and leadership. • Principal leads other buildings in the district in a specific research initiative to improve student achievement. • Meets regularly with a professional network to discuss current research and theory about effective schools and leadership • Reflects on administrative practice, personally and with peers. • Seeks ways to improve learning through modification made in core instruction. • Creates a plan to mobilize staff in the use of current research that allows study, implementation, and reflection 	<p>actions.</p> <ul style="list-style-type: none"> • Studies the IPDM and conducts a gap analysis in current PD practices. • Uses daily reflections to identify on-going learning needs of the building and seeks best practices to address those needs. • References the stages of the change process into action steps for leading an department initiative. • Works with internal colleagues to develop a research-based goal to improve specific skills addressing effective schools and leadership. • Principal presents to leads his/her building in a plan to implement a specific research initiative addressing effective schools and leadership. • Principal leads his/her building in a specific research initiative to improve student achievement. • Sets professional goals based on continuous self-reflection. • Maintains current administrative certification. • Studies the IPDM and conducts a gap analysis in current PD practices. • Presents a summary of current research and best practices to staff. • Stays informed about current research and theory regarding effective instructional programs and practices and communicates this with staff. 	<p>supportive research.</p> <ul style="list-style-type: none"> • Believes current research and theory about effective schools and leadership has nothing to do with job performance. • Searches the Internet for a professional growth plan to copy. • Fails to take time to study current research that could address student learning needs. • Submits the same growth plan as the one three years ago • Does not stay current with research and theory regarding effective instructional programs and practices. • Does not understand or follow the Iowa Professional Development Model when implementing instructional programs or practices. • There is no evidence they have kept current on professional readings and practices. • Has an understanding of the Iowa Professional Development Model but does not implement the model as intended. • Exhibits very little knowledge and/or interest in research affecting student performance. • Professional growth plan submitted does not reflect anything different from previous year. • Professional growth plan does not show evidence of positive connections to current leadership
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	<ul style="list-style-type: none"> about changes in instructional practices. Consistently works with staff to seek, communicate, and, when appropriate, implement improved instructional methods and programs for students Demonstrates leadership in communicating and supporting implementation of the IPD Model with teacher individual career development plans and the building plan. Attends workshop conferences and presents researched based practices to peers. Conducts research on best practices by developing and implementing pilot programs with your school district. Shares Professional Learning Communities practices with colleagues and its implications for school improvement. Meets regularly with area administrators to discuss best practices regarding effective schools and leadership. Leads a study group of leaders in the district to study various models and trends in leadership and education. Guides this group to make connections to issues within the district as determined by both qualitative and quantitative data. Shares lessons learned with key stakeholder groups. 	<ul style="list-style-type: none"> Communicates with staff and follows the Iowa Professional Development Model with implementation of research based programs. Administrators have evidence of organizing and implementing study groups that support district and building goals. The administrators professional development plan will show evidence that the administrator has stayed abreast of current research based strategies. Develops process for self-reflection which forms basis for professional development goals. Provides leadership for building regarding the implementation of Professional Learning Communities to improve student performance. Leads a study group of leaders in the district to study various models and trends in leadership and education. 	<ul style="list-style-type: none"> literature.
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h. Promotes collaboration with all stakeholders.	<ul style="list-style-type: none"> • Convenes multiple advisory groups that includes members from parents, families, and the community and collaboratively creates agenda for meetings with those groups. • Principal hosts community-based leadership team meetings that include parents, neighborhood business representatives, as well as teachers and paraprofessionals. • Works with community leaders on ways to promote interest and support of volunteers to provide additional instructional time in after school programs. • Works with other districts to consolidate efforts and collaborate on methods and materials for joint professional development consortiums. • Principal facilitates district wide study teams on Board priorities. • The principal presents district action plans and results to various community organizations including senior citizen groups. • Secures and prioritizes resources to allow for collaboration time during the school day. • Hosts parent coffees quarterly for each grade level to promote open dialogue. • Facilitates monthly meetings involving representatives from the AEA, school district and 	<ul style="list-style-type: none"> • Convenes multiple advisory groups with agenda created by input from all members. • Convenes multiple advisory groups with agenda created by input all members. • Building leader calls monthly advisory meetings of grade level parent leaders • Building leader meets weekly with grade level leadership to discuss alignment of curriculum for all students • Principal actively seeks parent involvement and input in promotin success for all students. • Principal utilizes PTO to involve parents, teachers and other in school improvement parent nights. • Leads book study and discussion on The Five Dysfunctions of a Team with the building advisory committee. • Regularly attends and participates in SIAC meetings. • Participates in monthly meetings involving representatives from the AEA, school district, and community regarding a teaching and learning center. • Participates in monthly advisory meetings with AEA administrators and board members. • Invites students, parents, staff, and community representatives to serve on playground improvement task force. 	<ul style="list-style-type: none"> • The principal involves no one other than him/herself in the decisions. • Leader does not have a mechanism in place to get input from constituents in the community • Leader does not provide a regularly scheduled opportunity for grade level leaders to communicate with them or each other • Principal does not ask for nor allow parent and community input on school goals, decisions and activities. • Principal doesn't utilize leadership teams for input. • Refuses to examine alternate scheduling options that would allow collaboration. • Avoids attending SIAC meetings by scheduling golf outings. • Makes decisions about a teaching and learning center without conferring with others. • Frequently does not show up at month advisory meetings with AEA administrators and board members. • Refuses to meet with students, parents, staff or community members regarding concerns. • Resents or feels threatened by visits from students, parents, staff or community members. • Principal completes follow-up on issue with various community members and/or parents resulting
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	<p>community regarding a teaching and learning center.</p> <ul style="list-style-type: none"> • Facilitates monthly advisory meetings with AEA administrators and board members. • Convenes a study committee comprised of students, parents, staff and community representatives to review student data and develop an action plan regarding curriculum needs and instructional improvements for each curricular area; i.e., reading, math, science. • Partners with parent volunteers, area church board members, law enforcement, and city officials to develop a comprehensive after school program for students in grades PK-6. • Based on survey data, principal brings together representatives from resources in the community to develop a plan to address issues arising from the survey data. The group facilitated by the principal establishes a plan of action to address the issue. • The principal establishes monthly parent and student advisory meetings soliciting input from parents and students on all issues facing the school. This input is incorporated into the building leadership team's agenda to keep all informed of 	<ul style="list-style-type: none"> • Organizes students, parents, staff, and community representatives to serve on wellness committee to draft guidelines for food available on campus, physical education requirements and health programming in the district/building. • Principal facilitates a variety of informational meetings with community groups to seek input and communicate successes of the building. • The principal establishes monthly parent meetings soliciting input from attendees on all issues facing the school. • Leads book study and discussion on "The Five Dysfunctions of a Team" with the building advisory committee. • Regularly attends and participates in SIAC meetings. • Is involved in several committees or groups which help to communicate educational goals and issues. • Invites and includes parents in academic activities and social events. • Evidence of scheduling, planning and participation in the building leadership team, Parent Advisory Council and SIAC. • Principal assists in the organization of PTO meetings and activities. • Invites students, staff, parents and district patrons to serve on various 	<p>in phone call to central office to register concerns with principal's demeanor and style.</p> <ul style="list-style-type: none"> • The principal uses monthly parent meetings as a forum to express concerns about direction district is taking on specific issue. • Refuses to examine alternate scheduling options that would allow collaboration. • Avoids attending SIAC meetings by scheduling golf outings. • Has little or no involvement in committees or groups, designed to communicate educational goals and issues. • Does not invite or and include parents in academic activities and social events. • Has no building leadership team, parent advisory council or participates in district level meetings. • Has not made an attempt to establish Parent Teacher Organizations. • Makes decisions about school improvement issues without seeking input from various stakeholders. • Is not open to hearing the "brutal facts" about his/her school. • If invited at all, parents and community stakeholders are only met with when there is a problem or controversy. •
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	<p>issues and concerns.</p> <ul style="list-style-type: none"> • Secures and prioritizes resources to allow for collaboration time during the school day. • Hosts parent coffees quarterly for each grade level to promote open dialogue. • Seeks additional ways to meet with various stakeholder groups to communicate educational goals and issues. • Consistently seeks a variety of ways for parents and community members to be involved in academic activities and social events. • Leads the school improvement advisory council meetings to assist in the development of annual goals. • Organizes and schedules community meetings with various stake holder groups to illicit feedback on the district's school improvement plan. • Develops and implements a school site council comprised of students, staff, parents and district patrons to review school performance and assist in the development of school improvement action plans. • Hosts quarterly "key leader" luncheon meetings to assist in keeping business and community leaders informed regarding progress being made on the school's improvement plan. 	<p>school and district committees.</p> <ul style="list-style-type: none"> • Conducts a series of meetings with community groups to solicit feedback on school improvement and student performance. • Requires that all building leadership groups and teams have at least one parent representative and one business partner invited to all planning meetings. 	
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<p>i. Is easily accessible and approachable to all stakeholders.</p>	<ul style="list-style-type: none"> • Provides district/agency training on what it means to involve stakeholders, defines key stakeholder groups without and outside of the district/agency, provides training on strategies to involve stakeholders in decision-making, requires that all formal leadership groups/teams identify key stakeholders and document how they were involved in planning, checks on a regular basis that this is done with integrity to the model, and promotes communications outlets to show how stakeholders are involved and the impact of that involvement. 		
<p>i.</p>	<ul style="list-style-type: none"> • The principal participates in Partnering with Communities, which assures community-based decisions to support student learning. • Seeks opportunities to volunteer and present within the community on educational issues • Provides regularly scheduled open houses and invites parents and community leaders to attend • Conducts parent neighborhood coffees to discuss school programs with parents in parents homes. • Leads district training for student leadership groups to 	<ul style="list-style-type: none"> • The principal completes “curb conferences” with several parents on a regular basis as they drive up to pick up their children. • Building leader seeks opportunities to volunteer and present at Rotary on educational issues. • Building leader provides regularly scheduled open houses for interested parties to attend as they wish. • Actively visible throughout the school and classrooms on a daily basis. • Attends all PTO meetings, parent advisory meetings, and is visible at many school activities. • Maintains open door policy for 	<ul style="list-style-type: none"> • Very few students can identify the principal in a “line-up.” • Leader is available only by limited appointment • Leader does not provide opportunity for parents or community leaders to be involved on school activities • Has a “closed door” approach, teacher and others must schedule times to meet. • Doesn’t return phone calls or messages in a timely or efficient manner. Days pass between the initial contact and a call back. • Fails to return parent phone calls. • Work day ends with the kids’ day. • Does not attempt to develop

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<p>enable students in all building to be actively involved in school improvement.</p> <ul style="list-style-type: none"> • Attends community functions outside the school to promote relationships within the community. • Actively serves on community committees. • Attends various community networking opportunities on a monthly basis to create meaningful partnerships. • Meets regularly with staff in assigned districts to discuss what is working, what's not working, and suggestions for changes. • Hosts orientation sessions monthly to welcome new families/students to the building/district. • Conducts personal phone calls to all families in the building/district throughout the school year to answer questions, seek input and forge relationships. • Attends community functions outside the school to promote relationships within the community. • Actively serves on community committees. • Creates opportunities for stakeholders, which includes students, parents, and community members, to communicate their interests and concerns. 	<p>students, staff, and parents.</p> <ul style="list-style-type: none"> • Supervises all lunch shifts to be accessible to students. • Attends a specific networking opportunity within the community to establish a partnership. • Holds 1:1 meeting with staff within an identified work area to listen to concerns • Sends letter to welcome new families/students to the building/district. • Includes "How to Reach Us" section, with names, phone numbers, school address, Web site and e-mail address in every newsletter or message home • Maintains open door policy for students, staff, and parents. • Supervises all lunch shifts to be accessible to students. • Demonstrates to stakeholders, which includes students, parents, and community members, an interest in communicating and listening to their concerns. • Creates opportunities to invite parents and community members to visit and learn about the school. • Holds monthly meetings with students, parents, community members, and staff to update individuals on events in the building • Provides monthly newsletter sent to all families in the building to keep families informed • Send home electronic/paper weekly updates to all families. 	<p>partnerships within the community.</p> <ul style="list-style-type: none"> • Depends upon other administrators to listen to staff concerns. • Ignores new families/students when they enroll in the district. • Ensures school phone number is unlisted and/or web site is inaccessible. • Fails to return parent phone calls. • Work day ends with the kids' day. • Does not seek ways to effectively communicate with stakeholders, which includes students, parents, and community members. • Does not encourage or seek opportunities for parents and community members to visit and learn about the school. • Makes no attempt to establish meeting with students or parents over course of the year • Does not provide any written updates/newsletters sent to all families regarding building activities and accomplishments • Does not send home and written communications to parents. • Is not visible in the building throughout the week. • Fails to make any attempts at soliciting input from parents and district patrons. • Does not follow up with people regarding their personal school concerns.
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<ul style="list-style-type: none"> • Consistently seeks new ways for parents and community members to become involved in school activities, including volunteer opportunities. • Provides opportunities for students, parents, community members, and staff to assess, monitor, and modify existing protocols and communication strategies regarding present practices in place in the building. • Actively participates in community organizations (e.g., Chamber, city government, Rotary Club, Lion's Club) as a representative of the school district. • Is visible in every classroom every week. • Has meetings with support staff on a regular basis. • Conducts monthly information sessions for parents and community regarding the school's educational program. • Schedules personal visits each month with students and families to solicit feedback and strengthen home-school relations. • Has scheduled far into advance at least one focused visit per week with a parent, business partner, faith-based organization, reporter, etc. Each of these visits would be preceded with advance organizers of the key questions 	<ul style="list-style-type: none"> • Writes periodic newspaper articles to keep community informed and up to date. • Maintains weekly schedule of visits/observations for school staff. • Attends student activities throughout the school and district. • Attends major community events, provides lunch and learns with invited stakeholders. • 	<ul style="list-style-type: none"> • Only meets with community organizations that invite the leader, no evidence that the leader solicits to visit untapped partners in the community. •
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	that the leader will converse about with the stakeholder. The trends in the data obtained are shared with other district/agency leaders.		
<p>j. Is highly visible and engaged in the school community.</p>	<ul style="list-style-type: none"> • The principal participates in Kiwanis and co-chairs the “get to know your community.” • Leader is present at school functions of all descriptions and in all possible areas to the maximum extent possible. • Leader is a regular attender in community civic organizations and presents on important school issues. • Is highly visible and engaged in community wide activities and organizations.(Probable leadership roles in these activities). • Conducts parent meetings at various apartment complexes (evenings) and business (noon hours) to provide parents with opportunities to meet and discuss school programs. • Attends nearly all home and away activities. • Makes home visits to all new families. • Attends all regional meetings and networks with staff. • Participates in local economic development committee. • Attends community functions and special events not related to 	<ul style="list-style-type: none"> • The principal completes community walk-throughs once a month to get to know the neighborhood and the shop owners. • Leader is a participant in several community activities and special events over the course of the year • Meets with staff on a scheduled basis to provide updates and receive input • Participates in community organizations and activities. • Visible in the school community at various functions across the district. • Participates in 2-minute walk-throughs once a week • Attends school functions regularly. • Attends one regional meeting each quarter and networks with staff. • Pays membership fees to the local booster club and volunteers to help at booster events. • Hosts town meetings on educational topics. • Participates in 2-minute walk-throughs once a week. • Attends school functions 	<ul style="list-style-type: none"> • People in the community cannot even identify the gender of the principal. • Spends most days in the main office never going to branch offices • Sees staff by limited appointment, otherwise is unavailable • Spends majority of work time in the office. Is not visible. 2 • Principal doesn't attempt to learn student names and families. • Aloof – doesn't acknowledge students or staff in school hallways. • Has a “Do not disturb” sign on his door at all times. • Stays in the office with door closed. • Frequently complains about having to attend school/community events. • Attends school events but sits in corner away from parents and does not initiate conversations. • Aloof – doesn't acknowledge students or staff in school hallways. • Has a “Do not disturb” sign on his door at all times. • Frequently absent from school

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	<p>the school.</p> <ul style="list-style-type: none"> • Attends nearly all home and away activities. • Makes home visits to all new families. • Initiates and attends school and school/community activities and engages students and families in the events. • Does frequent walk-throughs and observations in teachers' classrooms, provides immediate feedback to individuals, and is involved in weekly collaboration meetings to discuss classroom instructional practices. • Serves on committees through the city government and volunteers at community events • Actively participates in community organizations (ex—Chamber, Kiwanis, Rotary Club, Lion's Club, etc) as a representative of the school district • Takes a leadership role in district and building functions. • Actively involved in community organizations. • Accepts leadership roles in community organizations as a representative of the school. • Attends a majority of activities throughout the district, including those of other schools. • Schedules regular meetings with individuals and work 	<p>regularly.</p> <ul style="list-style-type: none"> • Attends most school and school/Community activities and engages in discussions with students and families. • Does frequent walk-throughs and observations in teachers' classrooms and provides immediate feedback. • Visible at community events by attending and assisting with student behaviors if needed • Willing to speak to community organizations (e.g., Chamber, Kiwanis, Rotary Club, Lion's Club) as a representative of the school district when asked • Attend school sponsored building events (concerts, PTO's) • Visible in the building during common transition times. • Visits classrooms and performs other observations in a regular and timely manner. • Participates in community service organizations and activities. • Holds regular meetings with most employment groups of the district/agency to learn of key issues within the district/agency. 	<p>and school/Community activities</p> <ul style="list-style-type: none"> • Does not do systematic walk-throughs and observations in teachers' classrooms. • Seldom attends community events and refuses to address inappropriate student behaviors • Unwilling to speak to community organizations (e.g., Chamber, Kiwanis, Rotary Club, Lion's Club) as a representative of the school district when asked • Very limited attendance at school sponsored events. • Very limited visibility during student transition times. • Spends an inordinate amount of time in his office. • Shows no evidence of being involved in community organizations and activities. • When meeting with staff or volunteers does not listen or process information from them.
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	<p>groups that represent all facets of the organization, teachers, consultants, custodial, bus drivers, technology support, food services, printing, volunteers, etc. to have dialogue about issues that are key to the organizational goals. The qualitative data from these meetings are used to be responsive to key issues.</p>		
<p>k. Articulates the desired school culture and shows evidence about how it is reinforced.</p>	<ul style="list-style-type: none"> • The principal is an ambassador to the civic organizations, sharing with them the positives that happen in the school and the progress students are making. • Regularly scheduled meeting with staff in discuss current reality and plan for means of improving on any areas of concern • Presents to other organizations on the values and assets of the district and the educational experience it provides. • Organizes and facilitates Community Committee to implement district school culture efforts. • Produces a video/webcast for distribution about student achievement and the culture of learning across the school district. • Conducts situational analysis about school culture with staff 	<ul style="list-style-type: none"> • The principal celebrates specific examples of the vision for student success by individually noting students' accomplishments. • Looks for means of addressing school climate in faculty meetings. • Provides examples of positive encouragement and inspiration for all to see in faculty lounge weekly • Provides leadership in the development and refinement of the school's culture of learning. • Actively involves parents, staff, and others in "living" the culture of the building. • Asks staff to post quotations outside classrooms that promote student effort and achievement. • Articulates clear expectations for student behavior and swiftly investigates all allegations of bullying. • Refers to the culture of the AEA 	<ul style="list-style-type: none"> • The principal has no vision for a quality school, and no expectations for learning in the building. Randy Allison – does not believe in individual reinforcement of staff because it is considered to show favoritism. • Does not follow through on defined discipline policies when students are referred. • Does not collect, distribute and display student learning evidence in the building and in public releases. • Does not publicly advocate that all student can and will learn. • Dismisses bullying and harassment complaints as insignificant, with a kids-will be-kids attitude. • Is inconsistent with consequences for violation of school rules. • Does not talk about the AEA culture during interviews.

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	<p>and uses results to focus on target areas for improvement.</p> <ul style="list-style-type: none"> • Initiates neighborhood coffees to energize community support for character pillars activities. • Clearly communicates the vision/mission of the AEA during recruiting efforts. • Works with staff to identify a “signature experience” that communicates what it is really like to work at the AEA to potential employees. • Works with student council members to plan monthly student recognition and character assemblies. • Surveys students, staff, parents and community members to identify and analyze internal and external forces affecting local school culture. • Conducts situational analysis about school culture with staff and uses results to focus on target areas for improvement. • Initiates neighborhood coffees to energize community support for character pillars activities. • Consistently seeks and employs new opportunities for activities for students, families, and community members that communicate a positive and inclusive culture for all students. • Continually seeks and employs effective means to communicate school events and students’ activities to parents 	<p>during interviews with new applicants.</p> <ul style="list-style-type: none"> • Communicates personal experiences about working at the AEA to potential employees. • Assigns teachers to plan monthly student recognition and character assemblies. • Meets monthly with teacher advisory council regarding staff concerns and suggestions. • Asks staff to post quotations outside classrooms that promote student effort and achievement. • Articulates clear expectations for student behavior and swiftly investigates all allegations of bullying. • Initiates and participates in before and after school activities for students, families, and community members that communicate a positive and inclusive culture for all students. • Communicates regularly with stakeholders, through letters, newsletters, and newspaper, regarding school events and activities. • Provides leadership to the building leadership team in improving school culture by creating professional development of staff in improving student learning • Provides opportunities for staff to observe other members of the staff teaching a lesson • Work with building level team to 	<ul style="list-style-type: none"> • Has no plans for collecting feedback on how the “signature experience” for the AEA is being carried out for all employees. • Will not allow student recognition and character assemblies. • Ignores school culture, feeling that it is not important to student achievement or teacher morale. • Dismisses bullying and harassment complaints as insignificant, with a kids-will-be-kids attitude. • Is inconsistent with consequences for violation of school rules. • Does not initiate or participate in before and after school activities intended to promote a positive and inclusive culture for students and families. • Has little or no communication with stakeholders regarding school events and activities. • Refuses to create a building leadership team • Schedule created by the principal does not allow for common planning time. No allowance is provided to promote collaboration. • A negative school culture exists and there is no effort to make improvements. • There are no visible expectations visible for staff/student behavior. • Does not recognize school culture and environment as an
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<ul style="list-style-type: none"> • Provides leadership for assessing, developing and improving school culture by facilitating visioning process and promoting the vision to internal and external groups • Promotes cooperation among teachers and staff by creating schedule that provides time for collaboration and establishing protocols guiding the time provided. • Actively involve community in school expectations so the culture is understood. • Encourage and actively participates in study groups designed around building culture. • Provides leadership with individuals and groups in developing a shared vision of what the school could be like. • Meets regularly with employee groups to promote cooperation amongst teachers, support staff and others. • Identifies the organizational philosophies related to compensation incentives, identifies the problems that the compensation incentives are meant to solve, and works with stakeholders to develop incentive systems that will address the problem and are compatible with organizational 	<p>and community members.</p> <ul style="list-style-type: none"> • Provides leadership for assessing, developing and improving school culture by facilitating visioning process and promoting the vision to internal and external groups • Promotes cooperation among teachers and staff by creating schedule that provides time for collaboration and establishing protocols guiding the time provided. • Actively involve community in school expectations so the culture is understood. • Encourage and actively participates in study groups designed around building culture. • Provides leadership with individuals and groups in developing a shared vision of what the school could be like. • Meets regularly with employee groups to promote cooperation amongst teachers, support staff and others. • Identifies the organizational philosophies related to compensation incentives, identifies the problems that the compensation incentives are meant to solve, and works with stakeholders to develop incentive systems that will address the problem and are compatible with organizational 	<p>establish building level expectations.</p> <ul style="list-style-type: none"> • Expectations are visible and all members of the building understand their roll in helping to reinforce the expectations. • Provides leadership for the building leadership team in assessing and improving the environment of the school. • Models the attitudes, values and beliefs that promote cohesion amongst staff, parents and students. • Principal works with stakeholder groups to study staff compensation issues and works with stakeholders to develop a solution. 	<p>important part of school improvement.</p> <ul style="list-style-type: none"> • As a leader, he/she shows no evidence of developing and promoting a clear understanding of the purpose for the school. • Does not consider organizational philosophy, problems facing the district/agency, and does not involve stakeholders when considering compensation systems for staff.
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	philosophies.		
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<p>Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Management)</p>	<p>Exemplary</p>	<p>Proficient</p>	<p>Unsatisfactory “Red Flag”</p>
<p>The administrator:</p> <p>a. Complies with state and federal mandates and local board policies.</p>	<ul style="list-style-type: none"> • Participates in the development and communication of district-wide policies. • Provides memos and updates of state and federal mandates to fellow administrators. • The principal explains the implications of NCLB for his/her building to the Parent Advisory Committee. • The principal meets with designated committees of staff and community members to prepare for the DE accreditation visit. 	<ul style="list-style-type: none"> • The principal complies with local requirements designed to meet NCLB mandates. • The principal sends information to designated committees to prepare for the DE accreditation visit. • The principal shared the board policies with his staff and provided concrete examples of appropriate/ inappropriate actions to support those policies. 	<ul style="list-style-type: none"> • The principal only uses board policy when it will get him/her what he/she wants. • The principal ignores NCLB requirements. • The principal does nothing to prepare a committee for the DE accreditation visit.
<p>b. Recruits, selects, inducts, and retains staff to support quality instruction.</p>	<ul style="list-style-type: none"> • Assists with district recruiting of diverse candidates. • Coordinates district mentoring and induction process. • The principal served on the criteria team for selection of the new superintendent. She facilitated the determination of criteria based on the Iowa Standards for School Leaders. • The principal makes personal contacts to colleges and universities regarding teaching candidates with specific backgrounds or expertise. • The principal has developed a building orientation program for 	<ul style="list-style-type: none"> • Establishes criteria for the selection of new staff. • Provides staff development and support for all staff members. • The principal meets with the mentoring team to determine the needs and supports for the mentoring program. • The principal reviews application materials for teaching positions. • The principal provides new teachers with written materials about the operation of the building. 	<ul style="list-style-type: none"> • The principal asks inappropriate questions of candidates for new teacher positions. • The principal is not involved in the hiring process for his/her building. • The principal does nothing to provide orientation for new teachers.

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<p>c. Addresses current and potential issues in a timely manner.</p>	<p>new teachers and personally meets with new teachers to help them get acclimated to the building.</p> <ul style="list-style-type: none"> • Provides cyber-bullying awareness classes for parents in the public library. • The principal met with community leaders regarding the need for health services on campus. • The principal uses data to make decisions regarding issues that will impact the educational program of the school. • The principal meets monthly with the parent advisory committee to discuss issues related to his/her building. 	<ul style="list-style-type: none"> • Facilitates/Provides training of harassment prevention to staff and students. • The principal works on a regular basis with the leadership team to address professional development issues based on the data collected. • The principal reads articles about educational program implementation before making a decision, but does not use local data in the process. • The principal sends pre-published flyers on school issues home with students. 	<ul style="list-style-type: none"> • The principal doesn't return phone calls so that she does not have to deal with parent issues. • The principal has no organized method for making educational program decisions. • The principal has no methods for communicating with parents on educational issues.
<p>d. Manages fiscal and physical resources responsibly, efficiently, and effectively.</p>	<ul style="list-style-type: none"> • Develops zero-based budgeting process providing individual teacher input and alignment with building and district goals; process is used as model at district, AEA, and/or state level. • The principal works with the "budget" team, which includes 2 parents, to lay the framework for the resource allocations based on student needs; the framework is then presented to the staff and PTA for additional input before finalization by the budget team. • The principal participates in a district-wide finance study committee to review allocation 	<ul style="list-style-type: none"> • Provides budget data on time. • Follows procedures for budget adjustment. • The principal gives priority to the allocation of staff time, based on the needs of students. • The principal is concerned with the allocation of financial resources for his/her building only. • The principal personally reviews grounds and facilities for safety with no outside input. 	<ul style="list-style-type: none"> • The principal has pet projects that have priority for time, people, and money. • The principal overspends his/her budget, expecting that it will be covered from other sources. • The principal does not review buildings and grounds to determine any safety concerns.

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	<ul style="list-style-type: none"> of resources for all levels. The principal works with the superintendent and director of buildings/grounds to utilize experts from the outside to assist with proper maintenance of the playground, sidewalks, and other outside structures. 			<ul style="list-style-type: none"> “Laminated” schedule has been used in the building for the past 10 years. The principal allows teachers to determine how attendance and grades are submitted. The principal has no expectations for determining whether or not instructional strategies are being implemented.
e. Protects instructional time by designing and managing operational procedures to maximize learning.	<ul style="list-style-type: none"> Provides parents with examples that school time is important and truly used for quality instruction. The principal and members of the leadership team visited several schools in other districts to identify unique ways they addressed instructional time to meet the needs of students. The principal employs technologies to streamline procedures for attendance and grading. The principal and teachers collaborate to determine common planning times at least weekly for the purpose of reviewing the implementation of teaching strategies learned in the most recent professional development training session. 	<ul style="list-style-type: none"> Minimizes incidental interruptions during instruction time. The principal supported “co-teaching” within the building to assure students’ needs were met. The principal has teachers do attendance and grades using paper and pencil. The principal expects teachers to identify the utilization of teaching strategies in weekly lesson plans. 		
f. Communicates effectively with both internal and external audiences about the operations of the school.	<ul style="list-style-type: none"> Submits articles to the local newspaper about the school and student work. The principal writes a column for the newspaper regarding issues and achievements of the buildings’ students and staff. The principal speaks monthly on 	<ul style="list-style-type: none"> Meets regularly with the parent/family organization to update them on school events. The principal summarizes accomplishments each week in the “Friday Notes to Staff.” The principal summarizes building accomplishments for 	<ul style="list-style-type: none"> Staff members have to be present at “the happening” if they are to learn anything about it. The principal does not have any methods for communicating with the public about the accomplishments in his/her building. 	

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	<p>the local radio station about educational issues affecting his/her building.</p> <ul style="list-style-type: none"> • The principal and the other administrators establish a rotation for each year in which the principals speak to all local organizations on a rotational basis about school issues. 	<p>the board meeting each month.</p> <ul style="list-style-type: none"> • The principal speaks to organizations when asked to do so. 	<ul style="list-style-type: none"> • The principal declines opportunities to speak to community groups when asked to do so.
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<p>Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)</p>	<p style="text-align: center;">Exemplary</p>	<p style="text-align: center;">Proficient</p>	<p style="text-align: center;">Unsatisfactory “Red Flag”</p>
<p>The administrator:</p> <p>a. Engages family and community by promoting shared responsibility for student learning and support of the education system.</p>	<ul style="list-style-type: none"> • Serves as the district lead for K-12 focus on parent engagement. • Makes home visits with teachers to connect families to learning and school. • Mentors new principals in district/AEA in family/community involvement for student learning. • Teaches a course for University/AEA on parent/family/community engagement. • Involves students in school-based/local TV production, highlighting student achievement and learning opportunities. • Assures a GED/Language proficiency class in his/her building to develop education/language levels of adults. • Involves parents in governance of the school, with active participation in leadership team work that addresses data on student achievement, development of actions to increase learning, development 	<ul style="list-style-type: none"> • Surveys families regarding their needs to help their student with learning. • Provides mini-workshops (e.g., How to Select a College, Communicating with Your Teen about Learning, Setting Up Your home for Student Learning, Characteristics of Your Student, Impact of Sleep/Exercise/Nutrition on Learning, How to Read the Report Card) based on the survey results. • Uses data from the mini-workshops to improve next round of workshops. • Meets four times a year with the parent advisory, representing make-up of the school community, to review building action plan and receive updates and make recommendations. • Assures an interpreter is available for all parent/teacher meetings and parent/principal meetings when language is an issue. • Conducts “goal setting” meetings with parents and students. 	<ul style="list-style-type: none"> • Provides no activities for parents regarding helping their students at home with learning. • Does not return calls to parents in timely manner. • Notices for parent activities are late or incorrect. • Makes little or no connections to family/community. • Keeps all information to self.

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	<p>of actions to increase family/community participation, and resource allocation</p> <ul style="list-style-type: none"> • Serves on Chamber's economic development team to increase own knowledge of opportunities in community, but also "educates" the team regarding role of education in the plans. • Serves on the health board and is jointly planning school-based services. • Hosts the ministerial/faitth-based organization to update them on student achievement and to connect initiatives for learning and support for families. • Serves on community-based committee to address the needs of the new families in the community. • Writes a monthly article for the newspaper regarding role of parents and community in learning and making them aware of activities to support students' learning at home and in the community (e.g., mentorships, job-awareness, tying "real world" to students' learning). • Chairs district's committee identifying cultural biases and developing/implementing activities to eliminate those. • Leads other principals in designing shared responsibility for learning. • Shares building plan with parents, families, and 	<ul style="list-style-type: none"> • Assures parents are involved in setting 8th-grade plan for high school and that expectations are clear. • Takes "show on the road" to help stakeholders learn about the goals. • Uses newsletters and family messages to "tell the story" about student learning and promote it in the homes and community. • Shares plans with focus groups of parents, families, and community members. • Teachers highlight standards and how parents can support them at home. • Uses surveys to get feedback to get to the real needs of parents and families. 	
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	<p>community.</p> <ul style="list-style-type: none"> • Provides updates and gathers feedback from parents/families/and community on student learning. • Provides “take home” items and ideas that parents can use with their child. 		
<p>b. Promotes and supports a structure for family and community involvement in the education system.</p>	<ul style="list-style-type: none"> • Chairs the district’s diverse learners’ committee to assure that the needs of all students, including those with special and exceptional needs, are being met. • Teaches a class at the AEA/University focused on establishing structures and strategies to engage families in their students’ learning. • Participates in Partnering with the Community to develop the entire community’s commitment to learning. • Takes district leadership role in establishing formal structure for family/community involvement. • Shares surveys used with others; helps district increase percentage of returns. • Provides Parent University within the district to meet the needs parents/families have identified. • Shares “Saturday Classes” in the district to meet needs identified by parents and families. • Holds focus group discussions at times convenient to parents and families to learn what they 	<ul style="list-style-type: none"> • Surveys the families and communities to learn about ways they want to be involved. • Studies the diverse cultures in his/her buildings/community and adjusts actions/structures to honor their cultures and assure they can be involved in a meaningful way. • Assures that all actions in building action plan include strategies/activities to involve parents. • Adjusts parent-teacher conferences and other activities to meet the needs of working parents/families. • Works with the Boys & Girls Club, before-and-after-school program, and/or other organizations to assure families have appropriate childcare. • Involves parents in the building leadership team, assuring representatives that reflect the makeup of the community. • Provides interpreters for parents/families so they can participate in school activities. • Provides childcare for the parents participating in the 	<ul style="list-style-type: none"> • Meetings are set at the convenience of the principal, not the parents. • No parents or community members are involved in learning at schools. • Demeans parents and students late for meetings. • No evidence for family and community involvement in system. • Becomes so involved in involving parents and families that other needs are not met. • No communication is provided. • Demonstrates no interest in the community.

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	need to help their kids learn.	
	<ul style="list-style-type: none"> MAPPS math workshops. Works with the Parent Information Resource Center and the AEA to develop the skills of staff to work appropriately with parents. Developed an influence map of key community leaders and parents, including identification of their roles or potential roles in school improvement in the school. Promotes a parent university with PBS activities. Uses newsletters, surveys, and calendar tips effectively with parents, families, and the community. Gets involved in empowerment zone Provides tips (e.g., discipline, nutrition, sleep, learning) to parents. 	<ul style="list-style-type: none"> Refuses to work with other agencies to achieve what's needed for students. Does not allow other agencies to work with or within the school. No health or social services are provided Is not aware of the student health and social needs. Health and social services – demonstrates a “you are on your own” attitude.
c. Facilitates the connections of students and families to the health and social services that support a focus on learning.	<ul style="list-style-type: none"> Plans and chairs retreats of civic, business, faith-based, medical, and other community agencies to achieve integrated community services for students. Serves as a district leader in working with health/ social/ human services to meet the needs of students. Leads the administrative team in learning about role of community agencies in their students’ and families’ lives. “Takes the lead” with other principals in working with ISU Extension to access services. 	<ul style="list-style-type: none"> Collaborates with youth services organizations (e.g., Boy Scouts, Girl Scouts, 4-H) to increase opportunities for students and families. Meets regularly with health and social services agencies to align services for students in need and stay current in opportunities. Participates in retreats (e.g., Partnering with Communities) to promote common focus and integration of services for students. Provides parents with

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	<ul style="list-style-type: none"> • Partnering in Community focuses on a community-based focus on student learning. • Leads the district in assuring a “one stop shop” for health and social services. 	<ul style="list-style-type: none"> • Provides families with a directory of resources for health/social agencies. • Establishes connections to services in the building to meet student needs. • Works with ISU Extension and other agencies to meet needs of students and families in the building. • Partnering in Community from ISU helps focus work with the parents and families. 	<ul style="list-style-type: none"> • Calls on other agencies to assist in meeting the needs of students and their families. • Provides families with a directory of resources for health/social agencies. • Establishes connections to services in the building to meet student needs. • Works with ISU Extension and other agencies to meet needs of students and families in the building. • Partnering in Community from ISU helps focus work with the parents and families. 	<ul style="list-style-type: none"> • Does not give diverse families the social capital they deserve. • Rarely meets with parents at school or away from school. • Establishes a culture that is “cool” toward parents – or even hostile. • “Welcoming Environment” – principal questions whether they should even be in the building, let alone be welcomes.
d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.	<ul style="list-style-type: none"> • Teaches a class at university/AEA on welcoming parents into the building and creating a partnership for their children’s learning. • Chairs the district’s diversity committee, providing leadership in best practices in involving parents with diverse backgrounds. • Takes lead in district in book study on cultural proficiency. • Collaborates with administrative team on how to serve families. • Gets teachers to share ideas with district’s parents/families/community regarding “take home” ideas. • Uses data, not assumptions, to 	<ul style="list-style-type: none"> • Participates in the AEA’s collaboration with Iowa Statewide Parent Information Center to learn and apply strategies that welcome and honor parents. • Accesses the Iowa Statewide PIRC website for tools and activities to use with parents. • Completes with a team the “welcoming” survey and adjusts the physical and social environment based on results. • Offers parents and families opportunities/mini-workshop to develop requested skills (e.g., raising a teenager, going off to college, letting go, 8th grade plan, homework and the parents’ responsibilities, Love and 	<ul style="list-style-type: none"> • Provides families with a directory of resources for health/social agencies. • Establishes connections to services in the building to meet student needs. • Works with ISU Extension and other agencies to meet needs of students and families in the building. • Partnering in Community from ISU helps focus work with the parents and families. 	<ul style="list-style-type: none"> • Does not give diverse families the social capital they deserve. • Rarely meets with parents at school or away from school. • Establishes a culture that is “cool” toward parents – or even hostile. • “Welcoming Environment” – principal questions whether they should even be in the building, let alone be welcomes.

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	<p>make decisions about progress toward cultural proficiency within the district.</p> <ul style="list-style-type: none"> • Parent University is provided based on the needs expressed by the parents and community. 	<p>Limits, Positive Behavior Supports).</p> <ul style="list-style-type: none"> • Trains teachers in outreach skills. • Participates in the study and implementation of a “culturally proficient” school. • Sets up a “parents’ room” for informal and formal activities with parents. • Offers “parenting a pre-schooler.” • Greets parents at the car when students are “dropped off” and conducts “car conferences” focused on creating relationships and promoting student learning. • Provides opportunities for parents to share their culture. • Assures a welcoming environment in the building. • Facilitates a “cultural proficiency” philosophy in the building. • Identifies with staff where they are as a culturally proficient school and then implements a plan to increase proficiency. 	
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Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Ethics)	Exemplary	Proficient	Unsatisfactory “Red Flag”
<p>The administrator:</p> <p>a. Demonstrates ethical and professional behavior.</p>	<ul style="list-style-type: none"> • The principal served on the community’s planning/welcoming/supporting committee with the Bosnian refugees arrived. • The principal shares his personal/professional mission statement with all staff and solicits 360 feedback on his demonstration of those values • The principal takes Spanish lessons to be more able to communicate with the Hispanic community. • The principal conducts ethics training for other district administrators. • The principal is actively involved in his/her professional organization. • At his/her card club, the principal refuses to get into a negative conversation about a student’s family. • The principal refuses to hire the relative of a board member who is not the best candidate for a job. • 	<ul style="list-style-type: none"> • Demonstrates regular attendance and valuable contributions to meetings. • Is consistently on time at meetings and events. • The principal met privately with the three teachers who had made inappropriate remarks regarding the home life of students in one family. • The principal individually interviews 10 9th graders who receive “D” letters at the mid-point of the first quarter to ascertain causes for their under-achievement. Troyce Fisher: The principal evaluates the teachers consistently with the 8 and 42 and with local policy • The principal respects confidential information. • The principal praises in public and criticizes in private. • The principal follows the eligibility rules with the star athlete who fails a class. • The principal makes a significant effort to improve in evaluator training. • 	<ul style="list-style-type: none"> • The principal acted as if he had not heard the inappropriate remarks made by several of the teachers about the needs of a new family. • The first-year principal casts aspersions on her predecessor’s practices. • The principal does not participate in professional development with staff . • The principal shares confidential information inappropriately. • The principal is openly critical of staff members. • The principal attends the golf outing paid for by a vendor. • The principal criticizes the superintendent privately with a board member who is known to not like the superintendent. •
<p>b. Demonstrates values, beliefs, and attitudes that inspire others to higher</p>	<ul style="list-style-type: none"> • Works with staff and community to create “teacher rewards” 	<ul style="list-style-type: none"> • The principal shared a motivational book with a teacher 	<ul style="list-style-type: none"> • The principal is always cranky around the students, never

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levels of performance.	<ul style="list-style-type: none"> program district-wide. Works to create after-school program with community organizations to help kids and families. The elementary principal provided the graduation speech for the senior class. The principal tutors underperforming students in her advisor-advisee group. The principal writes a letter to the editor after racist graffiti is found on the school district's bus garage. The principal demonstrates new teaching strategies in classrooms. The principal communicates high expectations for student learning to staff, parents, and the community. The principal is normally the first one in the building and the last one to leave. The principal finds funds to pay for the basketball shoes of a migrant student who wants to go out for the sport. 	<ul style="list-style-type: none"> who had requested it so she could share it with her students. The principal reassures a teacher whose first try at a Reading First strategy did not go so well. The principal shares positive data about fidelity of implementation of a professional development strategy as a result of analysis of his walk through observations. The principal exhibits the belief that all can learn. The principal encourages staff to try new teaching strategies. The principal participates in a homecoming skit. The principal calls the parents of new students to see how the kids are doing. 	<ul style="list-style-type: none"> recognizing their accomplishments. The principal ignores the practice-field swearing at players by a successful coach. The principal refuses to listen to the concerns of a group of talented and gifted students The principal is overheard to say that middle school "boys will be boys" after disparaging comments were made about girls at the cheerleading tryouts. The principal compares one staff member to another. The principal does not believe that all children can learn at high levels. The principal publically criticizes the coaching strategy of the football coach after a Friday night loss. The principal says, "Too bad" after a student's grandparent passes away the evening before a test and the student wants an extra day to study.
c. Fosters and maintains caring professional relationships with staff.	<ul style="list-style-type: none"> Implements district-wide program for volunteers to free teachers during school day for collaboration. The principal sent note of encouragement to 3 staff members who had been transferred to another building, based on enrollment needs. The principal substitutes in the 	<ul style="list-style-type: none"> Supports mentoring induction program within the building. The principal wrote a "letter of appreciation" to the family of each of her teachers. The principal sends a birthday card to each staff member. The principal provides feedback to teachers within two days about a positive learning activity he 	<ul style="list-style-type: none"> The principal did not recognize the accomplishments of the staff in raising the proficiency of students by 22% in one year. The principal requires 84 artifacts for the evaluation portfolio The principal limits her social interactions with staff both in school and personally to six of

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	<p>classroom of a teacher who has recently had a personal tragedy and needs a brief time-out during the day (5c).</p> <ul style="list-style-type: none"> • The principal hosts an appreciation breakfast for the special education paraprofessionals in the district. • The principal publicly recognizes the good work of all staff members. • The principal encourages staff members to continue their education, to apply for awards, and to seek grants. • The principal cooks breakfast for the staff during National Education Week. • The principal offers extra leave time to a staff member who lost a child. 	<p>witnessed.</p> <ul style="list-style-type: none"> • The principal is fair and friendly in dealing with all staff. • The principal works closely with staff members to resolve student and/or parent conflicts. • The principal invites family members of a retiring staff member to the retirement ceremony of the staff member. • The principal publicly thanks her staff on the radio after homecoming events are over. 	<p>the 30 staff members.</p> <ul style="list-style-type: none"> • The principal shares confidential staff information inappropriately. • The principal clearly has “favorite” staff members. • The principal dates one of his/her staff members. • The principal always gives certain staff members the schedule they want.
<p>d. Demonstrates appreciation for and sensitivity to diversity in the school community.</p>	<ul style="list-style-type: none"> • Visits every parent/family to determine needs and concerns. • Visits with community businesses to determine needs and concerns. • Facilitates the development of after-school program for employees’ children. • The principal chaired the community celebration of “Many Faces – One Community.” • The principal establishes a rotation schedule for membership on the student council to ensure that under-represented groups have opportunities to engage in leadership roles. 	<ul style="list-style-type: none"> • The principal is chairing a book study on <i>Culturally Proficient Instruction</i>. • The principal suggests an alternative day to host a speech contest to the one proposed which would fall on Yom Kippur. • The principal makes a point to note levels of class participation by minority group members during walk throughs. • The principal informs staff of the diversity in the school. • The principal is fair and friendly in dealing with all students and parents. • The principal insists the music 	<ul style="list-style-type: none"> • The principal constantly gripes about the teacher who speaks English as her second language, always poking fun at her accent. • The principal makes disparaging comments about needing to acknowledge Martin Luther King’s birthday. • The principal is unaware of the high representation of minority group members in special education. • The principal shows favor to certain groups of students. • The principal is not tolerant of cultural differences in students. • The principal forces an

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	<ul style="list-style-type: none"> • The principal makes home visits to the six new ELL students who have enrolled in the building. • The principal works with staff to implement Diversity Week. • The principal organizes training for staff on diversity issues. • The principal attends the local Cinco De Mayo celebration in his/her community. • The principal meets with the African American Ministerial group monthly. 	<ul style="list-style-type: none"> • department play music in concerts that appreciates other cultures. • The principal invites minority parents to speak about their experiences at a faculty meeting. 	<ul style="list-style-type: none"> • American Indian student to participate in the Thanksgiving pageant when he requests not to do so. • The principal makes a racist remark when he/she sees the dropout data for the high school.
<p>e. Is respectful of divergent opinions.</p>	<ul style="list-style-type: none"> • Establishes and encourages system of open dialogue among community stakeholders. • Uses multiple communication mediums for information for community and family input: surveys, principal's morning breakfast, open-door policy. • The principal facilitates the district leadership team and assures every person has a voice on the team. • The principal conducts focus group meetings of members of the community to discuss recent episodes of racial tension on the football team • The principal consistently asks questions like "What are the unintended consequences of our actions?" and "What might we be missing?" at administrative team meetings. • The principal uses a parent advisory committee with 	<ul style="list-style-type: none"> • Establishes and encourages system of open dialogue among multiple stakeholders. • Uses multiple communication mediums for information: surveys, principal's morning breakfast, open-door policy. • The principal has assured "focus groups" on two issues identified by the students, bullying and weighted grades, in order to get the various perspectives. • The principal divides staff into small groups during meetings to encourage disparate opinions. • The principal administers an on-line survey of parents regarding their opinions on the welcoming environment of his building • The principal solicits ideas from students, staff and parents. • The principal meets with groups of students to get feedback on many aspects of the school. • The principal is successful at 	<ul style="list-style-type: none"> • The principal squelches any comments that do not agree with hers. • The principal consistently says, "We've never done it that way." • The principal invites only parents who are supporters of the school to serve on advisory committees. • The principal ignores input/feedback that is not to his/her liking. • The principal avoids discourse with those who do not share his/her views. • The principal makes sarcastic remarks in faculty meetings about divergent views. • Publicly ridicules a controversial parent group in a letter to the editor.

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	<p>representatives from all sectors of the community.</p> <ul style="list-style-type: none"> • The principal writes newsletter articles that examine different views of an issue. • The principal approaches a staff member who openly but respectfully criticized a decision and asks for her input on a related topic. • The principal asks some kids in a “shop class” about their thoughts on a possible rules change. • 	<p>focusing on behavior and not the person in parent conferences where disagreement is evident.</p> <ul style="list-style-type: none"> • Regularly listens to student complaints with respect and dignity for the student. 	
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<p>Standard 6: An educational leader promotes the success of all students by understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal, and cultural context. (Societal Context)</p>	<p>Exemplary</p>	<p>Proficient</p>	<p>Unsatisfactory “Red Flag”</p>
<p>The administrator:</p> <ol style="list-style-type: none"> Collaborates with service providers and other decision makers to improve teaching and learning. 	<ul style="list-style-type: none"> Gets funding from United Way to offer learning opportunities (e.g., Second Chance Reading) in day treatment/residential facility. Advocates and works with local agencies and the city to provide after-school activities and mentors for middle school students. The principal sits on Youth & Shelter Services board of directors. The principal routinely communicates with legislators regarding needs of students and public education. The principal meets monthly with various service providers. Those could include DHS, the ministerial association, WIC, juvenile court authority, etc. As appropriate, information from them is relayed to the staff. The principal attends the monthly meeting of the area SAFE Coalition. In that meeting, they have opportunities to discuss community issues with various service providers. As appropriate, 	<ul style="list-style-type: none"> Collaborates with teachers and AEA school social worker to bring FAST (Families and Students Together) program into the school. The principal participates in meetings with Youth & Shelter Services regarding students in their treatment program. The principal communicates with legislators when “hot button” issues arise. At least once a year, the principal meets with various service providers. Those could include DHS, the ministerial association, WIC, juvenile court authority, etc. As appropriate, information from them is relayed to the staff. From time to time, the principal attends the monthly meeting of the area SAFE Coalition. In that meeting, they have opportunities to discuss community issues with various service providers. As appropriate, information from them is relayed to the staff. The principal invited members of the Educational Foundation to sit 	<ul style="list-style-type: none"> The principal rarely attends meeting regarding students and programming. The principal does not participate in legislative issues. The principal never meets with outside service providers. When the principal receives information from outside agencies, it is never shared with the staff. The principal infrequently participates and/or attends meetings focusing on AEA provided services. The principal engaged only one of two community based preschool programs in collaborative conversation. The principal makes anecdotal comments on the changing needs of his/her building, but does not gather data to support these comments, nor checks with others. The principal continues to maintain existing programs, regardless of the changing needs of the population.

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	<p>information from them is relayed to the staff.</p> <ul style="list-style-type: none"> • The principal included several community persons on a trip to Buena Vista College to view and discuss its innovative strategies of technology integration in support of student learning for the purpose of bringing back ideas for inclusion in our technology initiatives. • The principal worked with a parent group that had organized for the purpose of “watch dogging” teachers and school practices and nurtured and led them to becoming our Helping Hands parent group of volunteers. • The principal participates with other community and county groups (e.g., Local Empowerment Board, United Way, AEA, Iowa Council for International Understanding) to develop and administer a common needs assessment to reflect the changing make up of his/her school, district and community. • The principal looks for opportunities to share data and thoughts with colleagues who are interested in developing similar innovative programs/services at professional meetings or by hosting groups in his/her building and is responsive to follow up questions as they arise over time. 	<ul style="list-style-type: none"> • on the district technology committee and works with them through that committee. • The principal facilitates the volunteerism of our Helping Hands parent organization by providing space and materials. • The principal reviews other needs assessment inventories by other agencies and then creates one for use within his/her building. • The principal is willing to share information with other colleagues when approached regarding innovative programs/services. • 	<ul style="list-style-type: none"> •
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<p>b. Advocates for the welfare of all members of the learning community.</p>	<ul style="list-style-type: none"> • Accesses transportation for participants in learning opportunities (e.g., Second Chance Reaching) in day treatment. • The principal made a presentation (and plea) for community services to the new refugee families that had moved into the neighborhood. • The principal speaks to local service organizations about public education. • The principal creates business partnerships that benefit students as well as the business partner. • The principal establishes a student group that performs plays that encourage acceptance of all students. This group does presentations at the school and in the community. • The principal actively recruits minorities as school employees. • The principal facilitates and mentors multiple boy scouts in their pursuits of eagle scout status through school based projects. • The principal is involved in initial discussions and development of a residential retreat and learning facility for trouble youngsters who do not qualify for existing assistance (e.g., needy students who are not adjudicated and, therefore, needed assignments are not state funded). • The principal, through 	<ul style="list-style-type: none"> • Assures the involvement in professional development of the Headstart teacher(s) with early childhood teachers. • The principal worked with the building staff to provide clothing and other needs of the refugee families in his/her building. • The principal is a member of a local service organization. • The principal participates in community activities when they benefit the school. • The principal has at least one assembly a year addressing ways students can better get along with others. • The principal asks all core curriculum teachers to have at least one guest speaker a year who will address specific issues minorities might face at this school. • The principal is sensitive to instructional time...specifically, the principal keeps classroom interruptions to a minimum and thereby facilitates a focus on instruction and learning. • The principal establishes and maintains rapport by regularly meeting and greeting students as they arrive at school in the morning and at lunch time, which conveys an active interest in the students beyond just student achievement. • The principal is willing to speak to local civic and business groups. 	<ul style="list-style-type: none"> • The principal shared "tough luck" when a teacher approached him for assistance for one of the students in her class. • The principal participates in little or no community outreach or involvement. • The special education classroom is moved to a portable away from the building. • The principal refuses to give an excused absence to a child whose religion requires him/her to miss a week of school. • The principal has nominal interaction with support staff (custodians, bus drivers, and cooks). • The principal makes little effort to reach out to homeschooled children and provides only minimal facilitation of their learning. • The principal is not engaged in disseminating information to others outside of the school setting. • The principal implements what he/she is told to do, regardless of the impact on members of the learning community.
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	<p>membership in local civic/business groups (e.g., Rotary, Lions, Chamber), keeps members updated on the needs/successes of his/her school through meetings and presentations.</p> <ul style="list-style-type: none"> • The principal provides information and possible solutions to community leaders and legislators when the needs of certain members of the learning community are not being addressed or are being impacted in a negative way (e.g., ELL services/needs). 	<ul style="list-style-type: none"> • The principal occasionally informs key people about concerns regarding certain members of the learning community. 	
<p>c. Designs and implements appropriate strategies to reach desired goals.</p>	<ul style="list-style-type: none"> • Provides opportunities for families/parents to meet with legislators to discuss topics that impact their children, both in positive and negative ways. • The principal worked with the retired teachers to provide mentoring for refugee students in the district. • The principal collaborates with local businesses as well as neighbors to promote student learning, safety, and behavior goals. • The principal takes a leadership role in the district for developing community outreach beyond the building level. • The principal gets grants to set up a tutoring group that works with non-proficient students during school hours. • The principal helps pass a bond 	<ul style="list-style-type: none"> • Writes SMART goals. • The principal led the leadership team through a summer retreat to assure the building action plan could “hit the road running” in September. • The principal annually/periodically engages businesses and/or neighbors in school activities that address school goals. • The principal defines community outreach goals with minimal outreach beyond the school culture. • The principal addresses local groups to explain school needs and to learn about community needs. Based on these talks, new curriculum is considered to better meet community needs. • The principal establishes a team of teachers to help develop and 	<ul style="list-style-type: none"> • The principal has not worked with the staff to create an action plan to increase student achievement in the building. • The principal rarely, if ever, reaches out to neighbors and/or businesses to promote his/her students & school. • The principal does not set community outreach goals. • The principal’s building goals have not changed in five years. • The principal tries to discourage disadvantaged families from moving into the area served by her building. • The principal relies on district initiatives to lead school improvement rather than engaging self and staff in building level efforts to design building specific strategies to reach desired goals.

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	<p>issue to add on to their facilities.</p> <ul style="list-style-type: none"> • The principal seeks community input through conversation and various meeting opportunities and uses that input in designing strategies for continuous school improvement. • The principal initiates and facilitates collaborative discussions with early childhood stakeholders in order to improve the delivery of education for our youngest learners. • The principal makes sure that all written communication is translated and knows how to obtain interpreter services. • The principal provides opportunities for staff to gain a better understanding of the cultural/socioeconomic changes in his/her population (e.g., Ruby Payne staff development activities, having parents of different ethnic groups provide native dishes for faculty meals during parent/teacher conferences). 	<p>implement school-wide goals.</p> <ul style="list-style-type: none"> • The principal participates in SIAC meetings and uses community input to design and implement strategies for improvement. • The principal uses the school website's ability to survey community members and considers that input in designing strategies to reach desired learning goals. • The principal has important school information items translated. • The principal arranges for speakers to come talk with students and staff regarding diversity. 	<ul style="list-style-type: none"> • The principal has little contact with non-parent stakeholders of the district. • The principal provides no translation or interpreter services. • The principal does not reach out to other ethnic groups for assistance in broadening staff's understanding of cultural/socioeconomic differences.
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